DOCUMENT RESUME

ED 138 719 08 CE 010 622

AUTHOR McCaslin, N. L.; Walton, John
TITLE An Assessment of the Impact of the Wisconsin Vocational Research Coordination Unit. Final Report.
INSTITUTION Ohio State Univ., Columbus. Center for Vocational Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.
BUREAU NO 19-013-151-224
PUB DATE Oct 74
NOTE 96p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Administrative Change; Data Analysis; Demonstration Projects; Educational Assessment; Educational Change; Educational Objectives; Educational Research; *Interagency Cooperation; *Program Administration; *Program Effectiveness; Program Evaluation; *Research Coordinating Units; Research Projects; State Departments of Education; State Federal Aid; State Surveys; Tables (Data); *Vocational Education
IDENTIFIERS *Wisconsin; *Wisconsin Department of Public Instruction

ABSTRACT

Five research objectives were identified by the Wisconsin State Board for Vocational, Technical and Adult Education in a project designed to evaluate the impact of vocational education research and exemplary projects on educational practices in Wisconsin: (1) An assessment of the impact of State funded research and exemplary activities to a research coordinating unit (RCU) and the Department of Public Instruction (DPI) during a 3-year period; (2) a determination of the degree to which the RCU and DPI assists participating educational institutions and agencies in preparing for and implementing change; (3) the identification and analysis of the pattern of change taking place in occupational education and organizational and administrative procedures as a result of RCU and exemplary activities; (4) identification of patterns of monetary support for RCU and DPI sponsored research and exemplary projects; and (5) an assessment of the approval process for research and exemplary activities. The study consisted of four phases: Phase 1 included activities to establish an ongoing interface with the Wisconsin RCU and the Wisconsin DPI personnel and to develop final evaluation designs; Phase 2 included the design and completion of plans for data collection and data analysis; Phase 3 dealt with activities necessary for data collection; and Phase 4 was directed toward data analysis and final report preparation. This complete report includes an analysis of data for each objective. (LAS)

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AN ASSESSMENT OF THE IMPACT OF THE WISCONSIN VOCATIONAL RESEARCH COORDINATION UNIT

N. L. McCaslin
John Walton

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A Study Conducted for the Wisconsin
Board of Vocational, Technical and Adult Education
by
The Center for Vocational Education
The Ohio State University

October 1974

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CE 010 022

FINAL REPORT

PROJECT NO. 19-013-151-224

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of Federal funds from the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U.S. Office of Education position or policy.

FOREWORD

The Research Coordination Units of the various states are the agencies generally delegated the responsibilities for research and exemplary activities in vocational education. The Wisconsin Board of Vocational, Technical, and Adult Education has operated a research coordination unit for these purposes since 1966. During this time period, relatively little attention has been given to an evaluation of the overall impact of these activities. This lack of evaluation is found nationally as well as in Wisconsin. This effort was designed to evaluate the impact of research and exemplary projects in Wisconsin.

The Center would like to commend the Wisconsin Board of Vocational, Technical, and Adult Education for initiating an evaluation effort for their own improvement. In most instances, evaluation efforts have been conducted only at the request of funding sponsors or other outside agencies.

Staff personnel at the Wisconsin Board of Vocational, Technical, and Adult Education and the Wisconsin Department of Public Instruction have contributed in many ways. Sincere thanks are extended to Mr. Roland Krogstad and Dr. Sherman Ansell of the Wisconsin Board of Vocational, Technical, and Adult Education and Mr. Ruel Falk and Mr. Paul Speight of the Wisconsin Department of Public Instruction.

Appreciation is also extended to Dr. N. L. McCaslin and Mr. John Walton who conducted the study and prepared this report for The Center for Vocational Education. In addition, special thanks are due to Mrs. Ann Dunkle, Dr. Richard Dieffenderfer, Dr. Kenney Gray, and Dr. Daniel Koble of The Center staff for their invaluable assistance in the data collection efforts conducted in Wisconsin.

Finally, special recognition is due to Dr. Jerry Walker, Associate Director of The Center for Vocational Education, for his advice and direction and Mrs. Marlene Linton for her efficient typing of the manuscript.

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CHAPTER I

INTRODUCTION

As part of the major amendments to the Vocational Education Act of 1963, Congress authorized funds for use in research, development, and exemplary projects in vocational education. The expenditures of these funds were specified under section 4(c) of P.L. 88-210, Part C, Section 131(b) and Part D, Section 142(d) of P.L. 90-576. The Wisconsin Board of Vocational, Technical and Adult Education through the Research Coordinating Unit (60 percent of funds) and the Department of Public Instruction (40 percent of funds) are currently responsible for the expenditure of these funds in Wisconsin.

The purpose of this evaluation report is to describe the impact of these expenditures on vocational education in Wisconsin. This initial chapter provides a brief history of the Research Coordination Unit (RCU) and the Department of Public Instruction (DPI) in Wisconsin, a statement of the problem, a delineation of the objectives of this evaluation effort, and an overview of the evaluation report.

Wisconsin Research Coordinating Unit

The Wisconsin Vocational Education Research Coordinating Unit (RCU) was approved by USOE to commence operation January 3, 1966 and was extended under two projects to August 31, 1969. During this period, approximately $200,000 of federal funds were expended for research programs.

The RCU has continued operation under P.L. 90-576 from September 1, 1969 to the present. During this period, the RCU has been responsible for awarding approximately $120,000 under Part C and $102,000 under Part D annually. About 30 research grants and 20 exemplary grants are awarded yearly.

The general objective of the RCU is the stimulation, coordination, and dissemination of research in vocational and technical education primarily at the post-secondary level in Wisconsin. To this end, the following eight objectives have been articulated.

1. Stimulate and encourage occupational education research and development activities in state departments, local school districts, colleges and universities, and non-profit organizations.

2. Coordinate occupational research activities conducted within the state, and further, coordinate such research activities with those being conducted outside the state.

3. Disseminate information on the progress and applications of the results of occupational education research.

4. Stimulate activities which will result in increased interest and improved competence in research such as encouraging preservice and in-service training of occupational researchers.

5. Participate in the development, monitoring, or conduct, as appropriate, of occupational research and development resources in light of anticipated needs and programs within the state.

6. Identify and maintain an inventory of available occupational research and development resources in light of anticipated needs and programs within the state.

7. Survey available data on employment opportunities, emerging occupational trends and future job projections as a base for planning vocational programs within the state.

8. Identify issues and problems relating to the nature and place of vocational education in the state school system, and determining the contributions which occupational research and development could make in resolving them.

The RCU is housed in the Wisconsin State Board of Vocational, Technical, and Adult Education. More specifically, the RCU is the Board's Bureau of Research, Professional, and Student Development. The current staff consists of two professionals who spend a portion of their time on research and exemplary activities. In addition, one clerical person from the secretarial pool is assigned to assist as needed on a part-time basis.

Department of Public Instruction

The Wisconsin State Department of Public Instruction is responsible for expending Part C and D funds in secondary schools in Wisconsin. During the period September 1, 1969 to the present (under P.L. 90-576), DPI has expended approximately $80,000 under Part C and $68,000 under Part D annually. These expenditures have resulted in the awarding of about 30 research grants and 20 exemplary grants.

Within DPI, responsibility for the expenditure of these funds is located in the Bureau for Manpower Development. At present, a single part-time professional is charged with this responsibility. This individual reports to the director of the Bureau for Manpower Development. Although a definitive statement of DPI objectives is not currently available, it is being assumed that their purposes are similar to those previously presented for the RCU.

Statement of Problem and Objectives

The state of Wisconsin has been a leader in vocational education for over 60 years. Some of the innovative programs and procedures in vocational education developed in Wisconsin have become national models. This continuing commitment to progress is furthered by the expression of an interest in accountability to public sponsors.

Since the passage of the Vocational Education Act of 1963, approximately two million dollars of federal funds have been allocated to Wisconsin for research and exemplary grants. These grants have included such diverse topical areas as: occupational training needs, instructional research, curriculum and multi-media development, program evaluation, career education, vocational interests,

and administrative design. The central problem area for this evaluation effort is the establishment of observable relationships between these projects and actual outcomes. The overall evaluation question is this: "What has been the impact of vocational education research and exemplary projects on educational practices in Wisconsin?"

Five research objectives have been identified by the Wisconsin State Board for Vocational, Technical and Adult Education to answer this question. These objectives are listed below.

1. An assessment of the impact of research and exemplary activities funded by the Wisconsin RCU and DPI during the period January 1, 1966 to June 30, 1973.

2. A determination of the degree to which the RCU and DPI assists participating educational institutions and agencies in preparing for and implementing change through research and exemplary activities.

3. The identification and analysis of the pattern of change taking place in occupational education and organizational and administrative procedures as a result of RCU research and exemplary activities.

4. The identification of patterns of monetary support for RCU and DPI sponsored research and exemplary projects.

5. An assessment of the approval process for research and exemplary activities used by the RCU and DPI project review committees.

Impact is a key concept in these objectives. Impact, in this study, has two dimensions: participant impact and institutional impact. Participant impact is represented as cognitive, affective, and/or behavioral effects on people (e.g., students, teachers, etc.) as a result of participation in a research or exemplary project. Because, as a result of participant impact, institutions may also be affected, this second dimension of impact becomes an additional focus of the study.

The notion of participant impact highlights the key role of the project participant. Research or exemplary projects are (or should be) undertaken to effect change in target participant groups. For example, an analysis of student participants should include a consideration of occupational outcomes, dissemination activities, attitudes toward research and exemplary projects, and student perceptions of strengths, weaknesses, and purposes of funded projects. The concepts of participant and institutional impact are operationalized in the following chapter.

Overview of the Report

The remaining chapters of this report contain the methodology, procedures, and analysis which followed from the research objectives developed by the Wisconsin State Board for Vocational, Technical and Adult Education. The methodology discussed in Chapter II details the study's evaluation designs, instruments, research procedures, and limitations. Chapter III includes an analysis of data for each objective. Finally, Chapter IV provides the summary, conclusions, and recommendations based on these data.

CHAPTER II

METHODOLOGY

This study consisted of four phases. Phase I included activities designed to establish an on-going interface with the Wisconsin Research Coordination Unit (RCU) and Wisconsin Department of Public Instruction (DPI) personnel and to develop final evaluation designs to meet the objectives specified in the proposal. Phase II included the instrument development phase of the project. Concurrently, plans for data collection and data analysis were completed. Phase III dealt with the activities necessary to collect the data. Finally, Phase IV was directed toward the data analysis and the preparation of the final report. The activities in Phase I, II, and III are discussed in more detail in the remainder of this chapter. Phase IV activities are detailed in Chapter III.

Phase I

As an initial step, the five objectives were restated as questions; these five questions are listed below:

1. What has been the impact of research and exemplary activities funded by the Wisconsin RCU and DPI during the period January 1, 1966 to June 30, 1973?

2. To what degree does the RCU and DPI assist participating educational institutions and agencies in preparing for and implementing change through research and exemplary activities?

3. What is the degree of impact on occupational education and organizational and administrative procedures in Wisconsin and individual districts as a result of RCU research and exemplary activities?

4. What are the patterns of monetary support for RCU and DPI sponsored research and exemplary projects?

5. Is the approval process for proposed research and exemplary activities used by the RCU and DPI adequate?

Upon receipt of official notification of acceptance of the proposal, The Center for Vocational Education (CVE) staffing arrangements were finalized and an on-going interface with RCU and DPI personnel was begun. Three visits by CVE staff to RCU and DPI offices were arranged. Prior to the first visit, readily available data (e.g., annual and final project reports and agency memoranda) were analyzed at CVE. Preliminary evaluation designs were further developed at this time to serve as a point of departure for the initial visit. Because the evaluation design must detail the types and sources of data required to answer each of the five research questions, its development was a multi-step process which began with the transforming of the research objectives into answerable questions;

then, the types and sources data required to fully answer each question were identified; finally, these data needs were presented to RCU and DPI personnel to help insure their relevance and feasibility. These steps were applied to the five objectives presented in Chapter I. The final evaluation designs appear as Appendix A to this report.

A series of three meetings between CVE and Wisconsin staff members resulted in operational evaluation designs which were agreed to be relevant to the RCU and DPI objectives for the study. The process of developing these evaluation designs is outlined below.

Phase II

Phase II activities included instrument development and the formulation of data collection procedures and data analysis plans. The types and sources of data specified in the evaluation designs required that four data collection instruments be developed for the study; they were: (1) the Impact Assessment Questionnaires, (2) the Student Participation Questionniare, (3) the Teacher Participation Questionnaire, and (4) the District Director and District Research Director Questionnaire. These instruments are included as Appendix B; each is explained below.

The Impact Assessment Questionnaire was the primary data collection instrument for this study. This instrument was administered to exemplary and research project directors. Separate forms were developed for use in RCU and DPI agencies. Minor differences between these forms reflected the different roles of the RCU and the DPI within Wisconsin. The DPI form provided for data to answer questions 1, 2, and 4. The RCU form provided for data to answer questions 2 and 4 and partial data for question 1.

The Student Participation Questionnaire and the Teacher Participation Questionnaire provided the remaining data for question 1 of the RCU projects. These instruments were administered to participating students, teachers, and other school personnel in RCU sponsored projects. For example, the Teacher Participation Questionnaire was administered to certain non-teacher groups (e.g., guidance counselors) when deemed appropriate.

Finally, the VTAE District Director and Research Director Questionnaire was constructed to provide data for questiona 3. This instrument was designed to help assess the degree of impact of RCU research and exemplary projects on occupational education and organizational and administrative procedures in Wisconsin and individual vocational, technical and adult education (VTAE) distircts. It was administered to district directors and research directors in all VTAE districts in Wisconsin.

Data to answer question 5 were obtained from several sources. Some of these data were taken from the Impact Assessment Questionnaire, while remaining data were collected from personal interviews with RCU and DPI staff members.

Phase III

Data collection activities combined personal and mail administration of these instruments. Three on-site data collection visits were conducted. In the first two visits, the two CVE evaluation teams visited a total of 13 post-secondary VTAE districts. During these visits, evaluation team members personally interviewed the administrators, including the District Director and the District Research Director. During these interviews the District Director and Research Director Questionnaire was either completed

of left with the individual to be completed. The evaluation team also met with each project director that was available. These project directors were interviewed about their specific projects. The Impact Assessment Questionnaire was explained and usually left with them to be returend to CVE by mail. In most cases the financial data insert was detached and given to the District Finance Director for completion and return.

During the interview with the project director, it was determined if participating students and/or teachers were available. If students and/or teachers were available, they were asked to complete the appropriate instruments. In some cases when these individuals were not readily available, instruments were left with the project director to be returned by mail. In other cases, students who had been involved with these projects but were no longer in school were located and interviewed at their place of employment.

The response rate from agencies for the Impact Assessment Questionnaire was considered adequate. Table 1 depicts the response rate for these agencies. With only minor exceptions, non-responses were due to project directors being no longer available. Additionally, 38 District Director and Research Director Questionnaires, 66 Student Participation Questionnaires and 46 Teacher Participation Questionnaires were received.

The final on-site visits were selected DPI projects which included Oconomowoc, Franklin, Racine, Milwaukee, West Allis, and CESA 19. Additionally, several other sites (universities and secondary schools) were visited in conjunction with earlier RCU visits.

Data collection efforts for the DPI projects were more simplified. At each site, CVE staff met with the project director only. After an unstructured interview, the project director was given the Impact Assessment Questionnaire for completion and return to CVE.

Limitations

Given the study's time and resource constraints, several limitations should be made explicit. First, reliability and validity of the data collection instruments are unknown. Although CVE staff believe the instruments to have high face validity, no claims can be made about their psychometric properties. Second, since responses to all instruments were from district directors, research directors, project directors, students, teachers, and others whose involvement with these projects may have dated back to 1967, some errors of recall and omission are to be expected. Third, because neither sites nor personnel were selected on a strictly random basis, generalizability of the findings cannot be made with full confidence.

TABLE 1

Response Rate by Individual Agencies
for the Impact Assessment Questionnaire

Agency	Number of Research or Exemplary Projects	Number of Returned Instruments	Response Percentages
VTAE District 1	3	3	100.0
VTAE District 2	15	12	80.0
VTAE District 3	5	3	60.0
VTAE District 4	5	4	80.0
VTAE District 5	5	0	0.0
VTAE District 6-7	6	5	83.3
VTAE District 8	6	5	83.3
VTAE District 9	14	13	92.9
VTAE District 10	8	7	87.5
VTAE District 11	3	0	0.0
VTAE District 12	9	6	66.7
VTAE District 14	1	0	0.0
VTAE District 15	10	9	90.0
VTAE District 16	1	0	0.0
VTAE District 17	3	0	0.0
Other VTAE Agencies	31	16	51.6
DPI Funded Agencies	49	31	63.3
Totals	174	114	65.5

CHAPTER III

DATA ANALYSIS

In this chapter, data pertinent to each research question are analyzed. The format for each question will be the same. First, the research question is presented. Then, RCU data relevant to that question are discussed. Finally, where appropriate, relevant DPI data are assessed.

> Question 1: What has been the impact of research and exemplary activities funded by the Wisconsin RCU and DPI during the period January 1, 1963 to June 30, 1973?

RCU

Substantial impact data were available for RCU sponsored research and exemplary projects. Project, participant, and institutional indicators of that impact are reviewed below.

Project impact data for the RCU are depicted in Table 2. Although percentages for both research and exemplary projects are reported separately in Table 2, this discussion addresses the total response percentages only. It will be recalled that basic project data were collected from project directors. The first item in this table suggests that respondent roles for individual projects varied substantially; that is, while almost one-half of the respondents (43.1 percent) indicated they were project directors, the remainder indicated roles that were less directly associated with day to day project activities. This finding may have some implication, albeit inassessable, for the reliability and validity of these responses.

Subsequent questions in the table indicate that the actual duration of these projects were predominately two years or less (80.0 percent) and that nearly one-half of these projects (45.1 percent) were continued for some period of time after termination of RCU funding. In a large majority of cases (42.0 percent), post-RCU funding extended for two years or less.

Project output usage questions sought to determine if products, processes, procedures, and/or research reports developed as a result of the project are still in use. Results shown in Table 2 indicate that where applicable a high proportion of project outputs (products, processes, procedures, research reports) are still in use.

Project evaluation data included nature of the evaluation, mean percentage of individual groups evaluated and results of the evaluation. Internal and external evaluations were performed for 38.5 percent of the projects while 43.1 percent used internal evaluations only and 6.2 percent used external evaluations only. No evaluation was performed for 6.3 percent of the projects. Relatively high mean percentages of individual groups involved in the projects were evaluated. These mean

TABLE 2

RCU Project Impact Data: Frequency Counts and Percentages (N=67)

Question	Specific Response	Percentage of Research Project Respondents for Each Question	Percentage of Exemplary Project Respondents for Each Question	Percentage of Total Respondents
What was the specific role of the respondent?	Project Coordinator	29.1	25.0	29.2
	Project Director	45.8	37.5	43.1
	District Research Coordinator	8.3	25.0	12.4
	Other	14.6	12.5	13.8
What was the actual duration of the project?	Less than six months	12.5	18.8	13.8
	Six months - less than one year	47.9	6.2	38.5
	One year - less than two years	20.8	50.0	27.7
	Two years - less than three years	4.2	6.3	4.6
	Three years or more	4.2	18.8	7.7
Did the project continue after funding termination?	Yes	41.7	68.8	47.7
	No	52.1	25.0	44.6
What was the duration of the project after termination of state board funding?	Less than six months	16.8	0.0	12.2
	Six months - less than one year	6.3	6.3	6.3
	One year - less than two years	18.8	18.8	18.8
	Two years - less than three years	4.1	0.0	3.1
	Three years or more	0.0	6.3	1.6
Are the products in use?	Yes	54.2	68.8	58.5
	No	6.3	12.5	7.7
	Not applicable	33.3	12.5	27.7
Is the process/ procedure still in operation?	Yes	45.8	50.0	47.7
	No	6.2	0.0	4.6
	Not applicable	43.8	37.5	41.5
Are the research report findings used in your districts?	Yes	79.2	25.0	66.2
	No	12.5	0.0	9.2
	Not applicable	8.3	43.8	16.9
Are the research report findings used in other districts?	Yes	54.2	12.5	43.1
	No	16.7	12.5	15.4
	Not applicable	20.8	31.3	23.1
As reported by respondents, what was the mean percentage of individuals evaluated?	Students	74.6	59.8	70.4
	Teachers	81.9	55.3	62.4
	Guidance personnel	64.5	33.5	42.0
	Other school personnel	84.5	38.2	58.8
	Other non-school personnel	54.7	38.3	42.7
What was the nature of evaluation?	Internal only	39.6	56.3	43.1
	External only	4.2	12.5	6.2
	Both internal and external	43.8	18.8	38.5
	No evaluation was performed	8.9	8.9	6.3
What were the results of the evaluation?	Objectives fully met	83.3	56.3	76.9
	Objectives partially met	12.5	31.3	16.9
	Objectives not met	0.0	6.3	1.5

percentages ranged from a high for students of 70.4 percent to a low for guidance personnel of 42.0 percent. Moreover, 93.8 percent of the project directors reported that the original objectives of the project were either fully (76.9 percent) or partially (16.9 percent) met.

Finally, Figures 1 and 2 show the extent of dissemination of these project outputs. Principal methods of dissemination include final reports, private communication, speeches and papers, in-service training and newsletters. The most important recipients of these outputs include other educational personnel in the same district, Wisconsin State Department personnel, and educational personnel in other VTAE districts.

A large number of individuals participated in these RCU sponsored research and exemplary projects. Actual numbers of participants reported to the evaluation team on the Impact Assessment Questionnaire included 44,609 students, 1954 teachers, 176 guidance counselors, 437 other school personnel, and 6321 other non-school personnel. In addition, actual numbers of students by grade level were 500 elementary students, 37,490 post-secondary students, and 3438 adult students. Since a 100 percent response rate was not achieved, these figures are probably understated. It follows from these data that RCU sponsored projects have included a large number of individuals in Wisconsin.

Participant impact was previously defined as those cognitive, affective, and/or behavioral effects on people as a result of participation in a research or exemplary project. Participant impact data were collected on two levels. First, project director's perceptions of affective and behavioral effects in participants were recorded. In addition, affective, cognitive, and behavioral data were collected directly from selected participating teachers and students. Each of these levels of data are presented below.

Table 3 shows the project directors' perceptions of participants' attitudes and performance. Four point response scales were used for both measurements. For both of these variables, the maximum individual response was 4.0. Mean values in excess of 2.0 indicate results better than expected. Mean values in excess of 3.0 imply results substantially better than what was expected. The data in Table 3 show moderate levels of affective impact were reported as being achieved for each group. Moreover, performance data suggest at least moderate levels of behavioral impact.

The second level of participant impact data was from participating teachers and students themselves. Affective data for these groups are shown in Figures 3 and 4. Both groups were asked their personal feelings and their perceptions of the feelings of others in their group toward the project. Six bipolar adjectives were used to express these feelings. On each criterion, both groups exhibit strong positive feelings toward the projects. Therefore, high levels of affective impact can be inferred.

Cognitive and behavioral impact was assessed in two ways. First, both students and teachers were asked the degree to which projects helped students in nine separate vocationally relevant areas. Second, both groups were asked to indicate the actual number of people in certain groups that they had communicated with about the project and the degree of favorability of those comments.

Figure 5 shows that both teachers and students perceived at least a moderate degree of help from the projects for each of the vocationally relevant areas. Highest degrees of help were perceived for the following areas: familiarity with occupations, improved job skills, assistance in selecting a job, and motivation to stay in school.

Finally, Figure 6 depicts communication data from teachers and students to selected recipient groups. These data show that students and teachers are talking to a large number of diverse people about these projects. In addition, it is clear that the bulk of these comments are moderately to extremely favorable.

FIGURE 1

Methods of Dissemination Efforts
Utilized by Research and Exemplary Projects
Sponsored by the RCU

(N = 67)

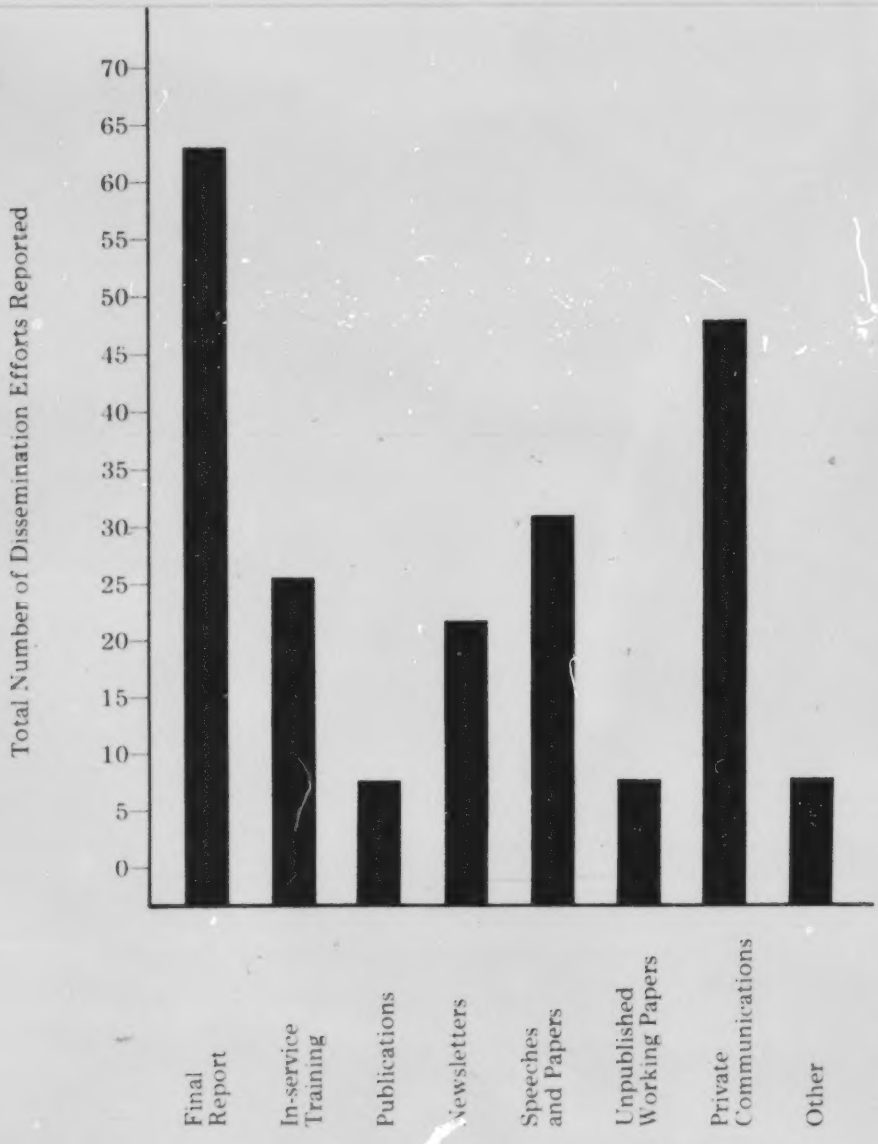


FIGURE 2

Number of Recipients of Results
Disseminated by RCU Sponsored Projects

(N = 67)

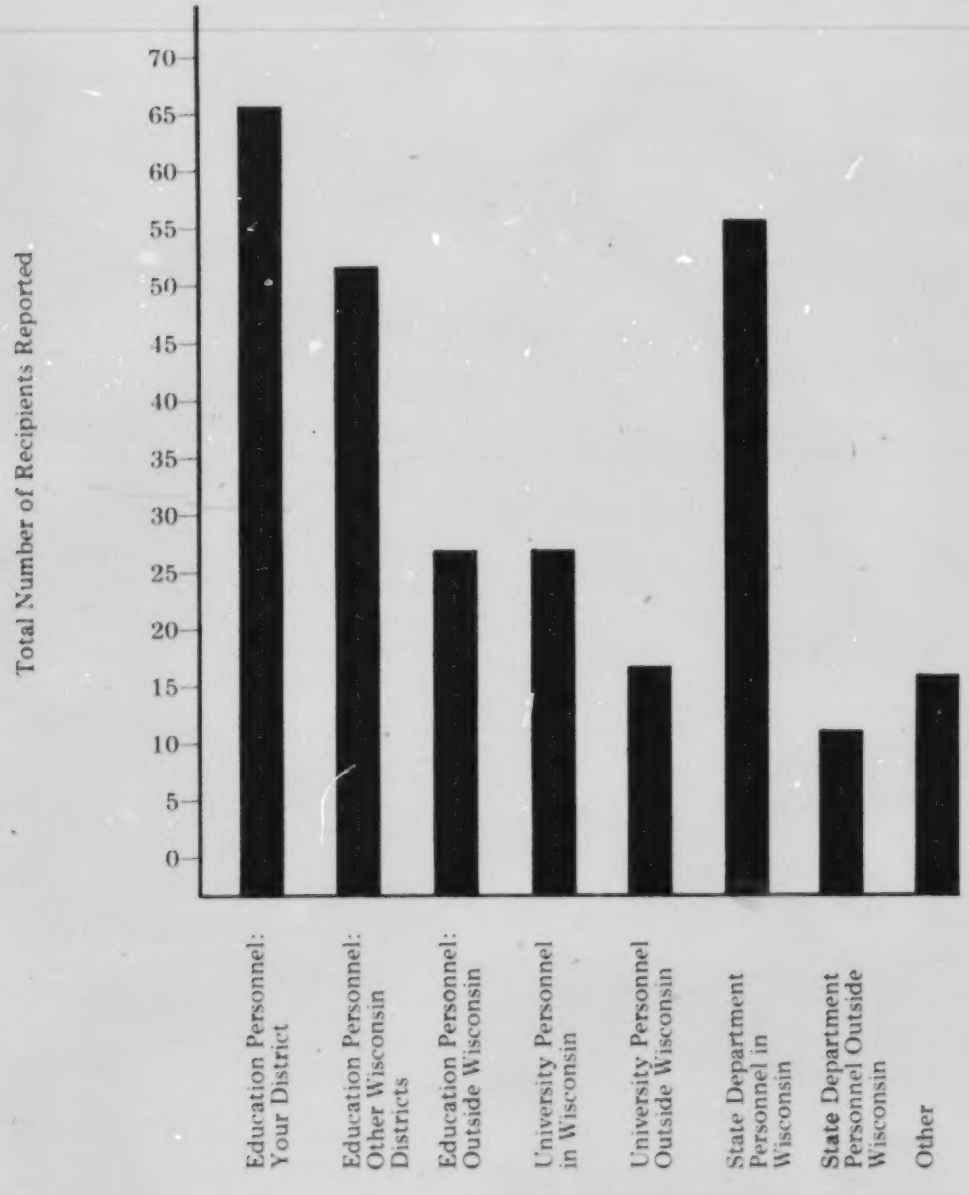


TABLE 3

RCU Project Directors' Perceptions of Individual Participant's Attitudes and Performance

(N = 67)

Participant Groups	Perceptions of Attitudes	Perceptions of Performance
	Mean * Response	Mean ** Response
Students	3.24	3.16
Teachers	3.36	2.86
Guidance Counselors	3.21	2.56
Other School Personnel	3.23	3.06
Other Non-School Personnel	3.50	3.29

* Scale for Perceptions of Attitudes:

1 = Most participants were not assessed.
2 = Most participants had unfavorable attitudes toward this project.
3 = Most participants had no strong feelings toward this project.
4 = Most participants had moderately favorable attitudes toward this project.
5 = Most participants had very favorable attitudes toward this project.

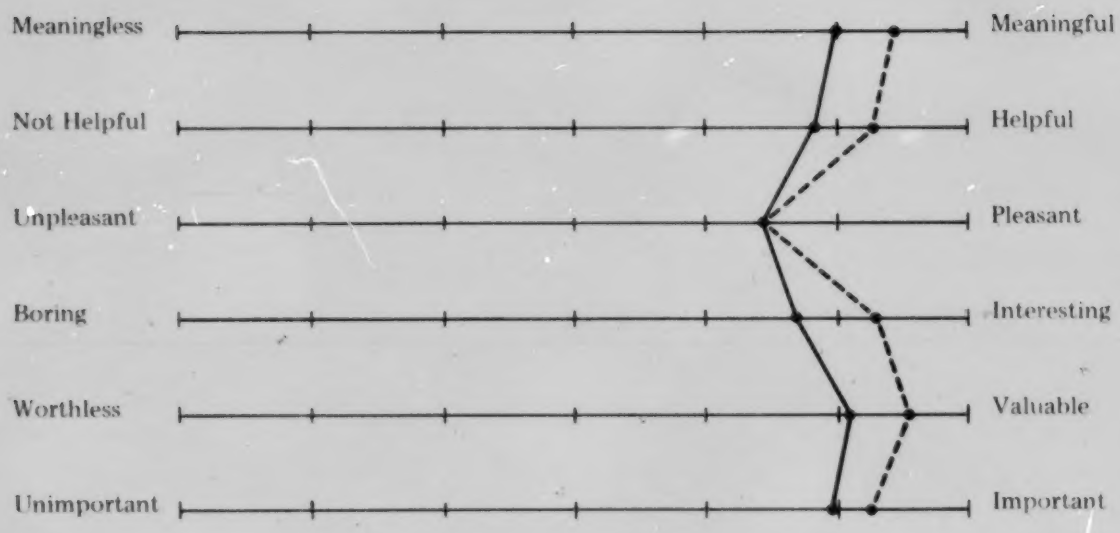
** Scale for Perceptions of Performance:

1 = Performance was not assessed.
2 = Performance was not as good as expected.
3 = Performance was about what was expected.
4 = Performance was a little better than expected.
5 = Performance was much better than expected.

FIGURE 3

Teacher Affective Data

(N = 46)



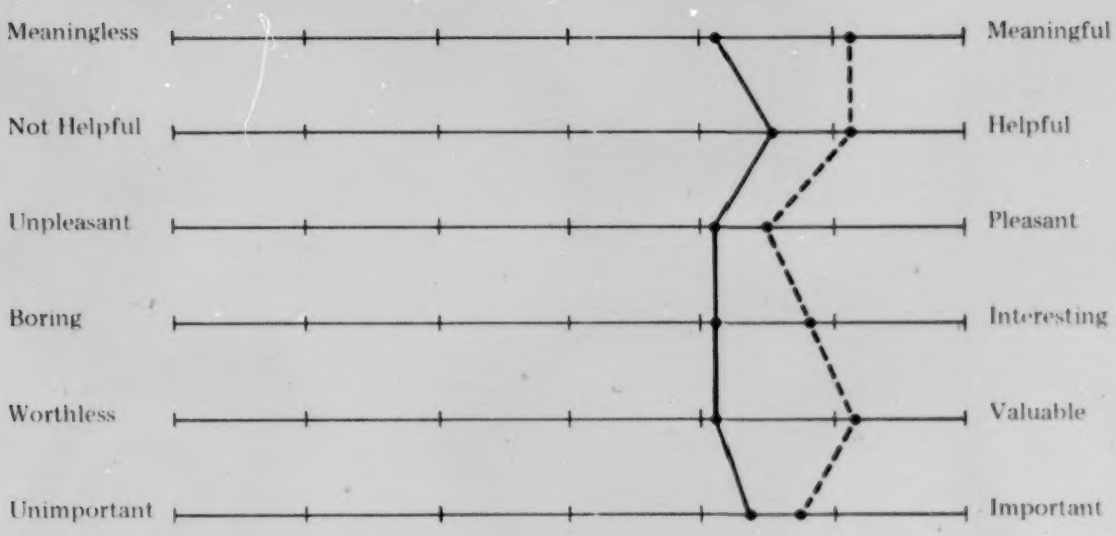
------ Personal Feelings of Teachers Toward Project

——— Perceptions of Feelings of Other Teachers Toward Project

FIGURE 1

Student Affective Data

(N = 60)



---------- Personal Feelings of Students Toward Project

———— Perceptions of Feelings of Other Students Toward Project

FIGURE 5

Student and Teacher Perceptions of the Degree to Which Research and Exemplary Projects Help Students in Vocationally Relevant Areas

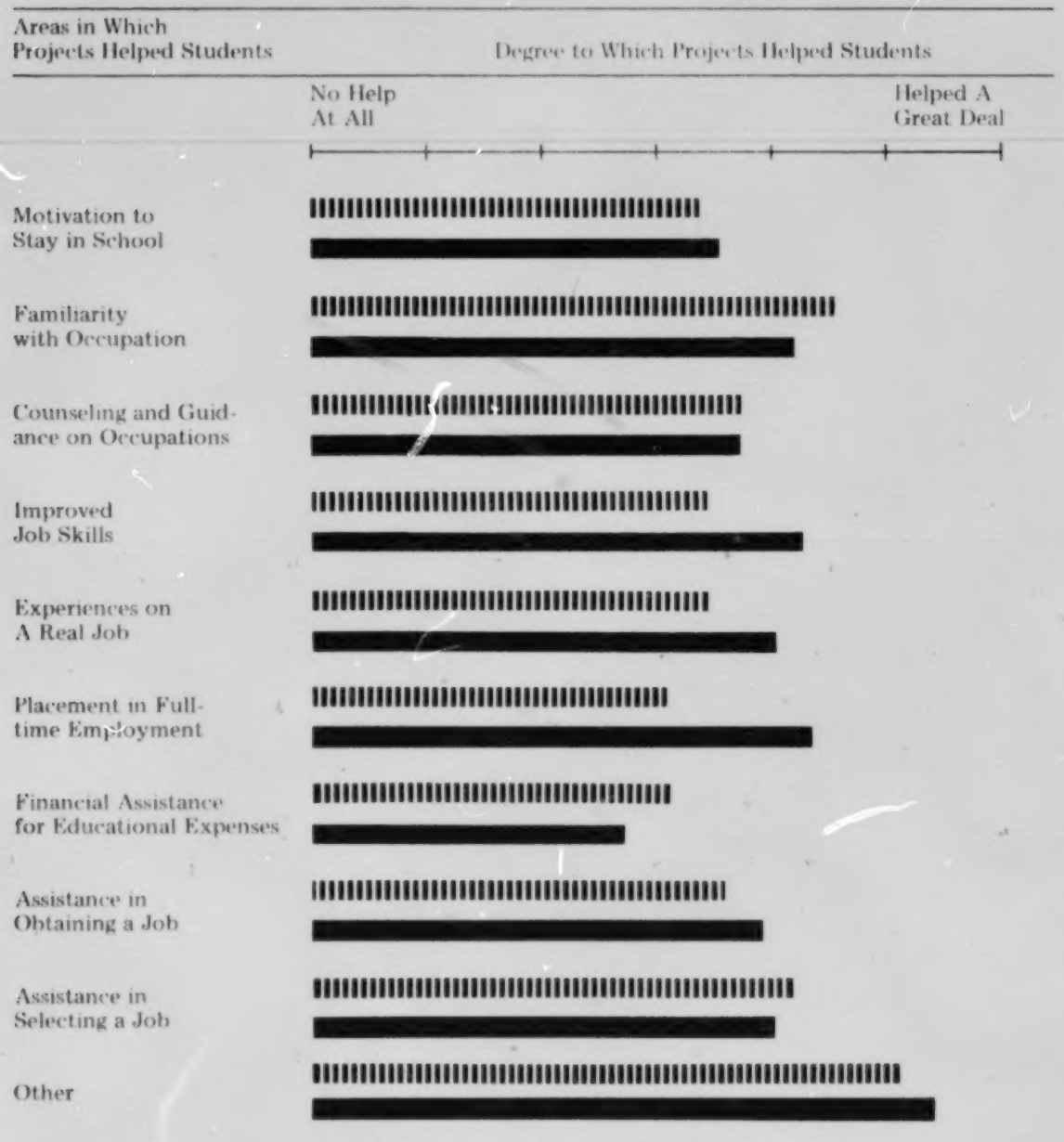


FIGURE 6

Communication Data from Teachers and Students to Selected Recipient Groups

Selected Recipient Group	Actual Number Reported Contacted by Students and Teachers	Mean Degree of Favorability of Communication to Each Group (Unfavorable — Extremely Favorable)
		Students (N = 66)
Teachers, Your School	80	
Teachers, Other Schools	51	
Students, Your School	276	
Students, Other Schools	176	
Business Personnel	109	
Parents and Relatives	233	
Co-workers	147	
Other	83	
		Teachers (N = 46)
Teachers, Your School	1041	
Teachers, Other Schools	1006	
Students, Your School	1305	
Students, Other Schools	6686	
Business Personnel	570	
University Personnel in Wisconsin	294	
University Personnel Outside Wisconsin	395	
State Department Personnel	87	
Other	117	

Institutional impact was measured for in-district and out of district schools. Institutional impact is synonomous with several degrees of involvement of other institutions in RCU sponsored projects. These degrees of involvement include visiting the project, expressing interest in the project, implementing output of the project on a trial basis, and implementing the output on a regular basis. Table 4 shows that for all projects reporting, 46 in-district schools visited individual projects, 67 schools expressed interest in the projects, 17 schools implemented the output on a trial basis, and 4 schools implemented the output on a regular basis. Correspondingly, 69 out-of-district schools visited the projects, 189 schools expressed interest in the projects, 59 schools implemented the output on a trial basis, and 43 schools implemented the output on a regular basis. Finally, a total of 481 non-VTA schools participated in the RCU funded projects that responded.

The data presented above show that the impact of RCU sponsored research and exemplary projects during the period January 1, 1966 to June 30, 1973 has been moderate to substantial. This conclusion is drawn from available project participant and institutional impact data.

DPI

Impact data for DPI sponsored projects is limited to data collected from project directors. From these data, project, participant and institutional impact are assessed below.

Project impact data for DPI sponsored projects are shown in Table 5. As was the case with RCU funded projects, this discussion focuses on the total response percentages. However, separate percentages for research and exemplary projects are presented in Table 5. The first question in this table indicates that the duration of these projects varied substantially. For example 43.8 percent of the projects lasted less than six months while an equal percentage of projects (32.1 percent) extended two years or more. In addition, a majority of these projects (75.0 percent) continued after DPI funding termination, and in a large majority of cases (81.9 percent), product outputs are still in use.

Individual project evaluation and output dissemination questions make up the remaining project impact data. The nature of individual project evaluations varied substantially. Internal evaluations only were performed for 25.0 percent of the projects, external evaluations only were conducted for 6.3 percent of the projects, and both internal and external evaluations were performed for 62.5 percent of the projects. No evaluations were conducted for 6.3 percent of the projects. Relatively high mean percentages of groups were evaluated. These mean percentages varied from a high for teachers of 68.9 percent to a low for other non-school of 37.7 percent. Finally, 96.2 percent of the project directors reported that the original objectives of the project were either fully (50.0 percent) or partially (37.5 percent) met.

Figures 7 and 8 describe principal methods and recipients of the dissemination efforts of DPI sponsored projects. Important methods of dissemination of results include final reports, in-service training, private communication, and speeches and papers. Major recipients of these results include school personnel in the same district, school personnel in other districts, state department personnel in Wisconsin and university personnel in Wisconsin.

Participant impact is limited to project directors' perceptions of individual participants' attitudes and performance. These data are shown in Table 6 and should be interpreted analogous to Table 3. For attitudinal perceptions, mean response rates for each group indicate high affective impact. Mean response rates for performance are somewhat lower. The lowest case (2.44 for other non-school personnel), however still suggests a moderate level of behavioral impact.

TABLE 4

Institutional Impact: Degree of Involvement in RCU Sponsored Project by Non-participating In-district and Out-of-district Schools

(N = 67)

Degree of Involvement	Number of In-district Schools	Number of Out-of-district Schools	Total
Visited project	46	69	115
Expressed interest in project	67	189	256
Implemented output of project on trial basis	17	59	76
Implemented output of project on regular basis	4	43	47
Total	134	360	494

TABLE 5

DPI Project Impact Data:
Frequency Counts and Percentages

(N = 28)

Question	Specific Responses	Percentage of Research Project Respondents for Each Question	Percentage of Exemplary Project Respondents for Each Question	Percentage of Total Respondents
What was the actual duration of the project?	Less than six months	57.1	33.3	43.8
	Six months - less than one year	14.3	11.1	12.5
	One year - less than two years	14.3	22.2	18.8
	Two years - less than three years	14.3	0.0	6.3
	Three years or more	0.0	33.3	18.8
Did the project continue after funding termination?	Yes	57.1	88.9	75.0
	No	42.9	11.1	25.0
Are the products still in use?	Yes	71.4	88.9	81.3
	No	0.0	0.0	0.0
	Not Applicable	28.6	11.1	18.7
As reported by respondents, what was the mean percentage of individuals evaluated?	Students	70.0	33.0	42.5
	Teachers	50.0	87.5	68.9
	Guidance Personnel	46.9	85.3	65.3
	Local Coordinators (LVEC)	50.2	60.1	55.6
	Other School Personnel	49.8	60.0	55.0
	Other Non-school Personnel	35.6	39.3	37.7
What was the nature of evaluation?	Internal only	14.3	33.3	25.0
	External only	0.0	11.1	6.3
	Both external and internal	71.4	55.6	62.5
	No evaluation was performed	14.2	0.0	6.3
What were the results of evaluation?	Objectives fully met	42.9	33.3	37.5
	Objectives partially met	28.6	66.7	50.0
	Objectives not met	14.3	0.0	6.3

FIGURE 7

Methods of Dissemination Efforts
Utilized by Research and Exemplary Projects
Sponsored by the DPI

(N = 28)

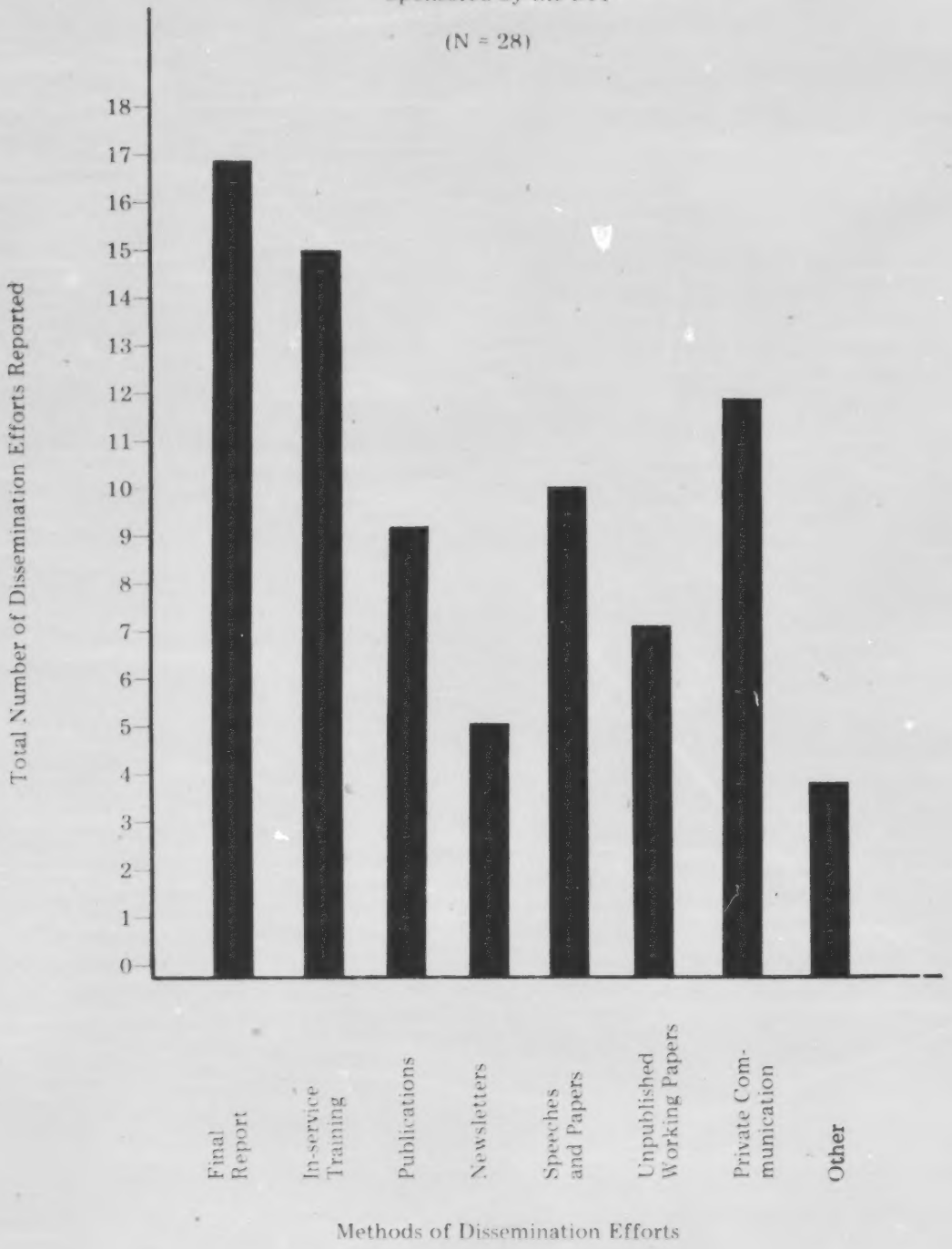


FIGURE 8

Number of Recipients of Results
Disseminated by DPI Sponsored Projects

(N = 28)

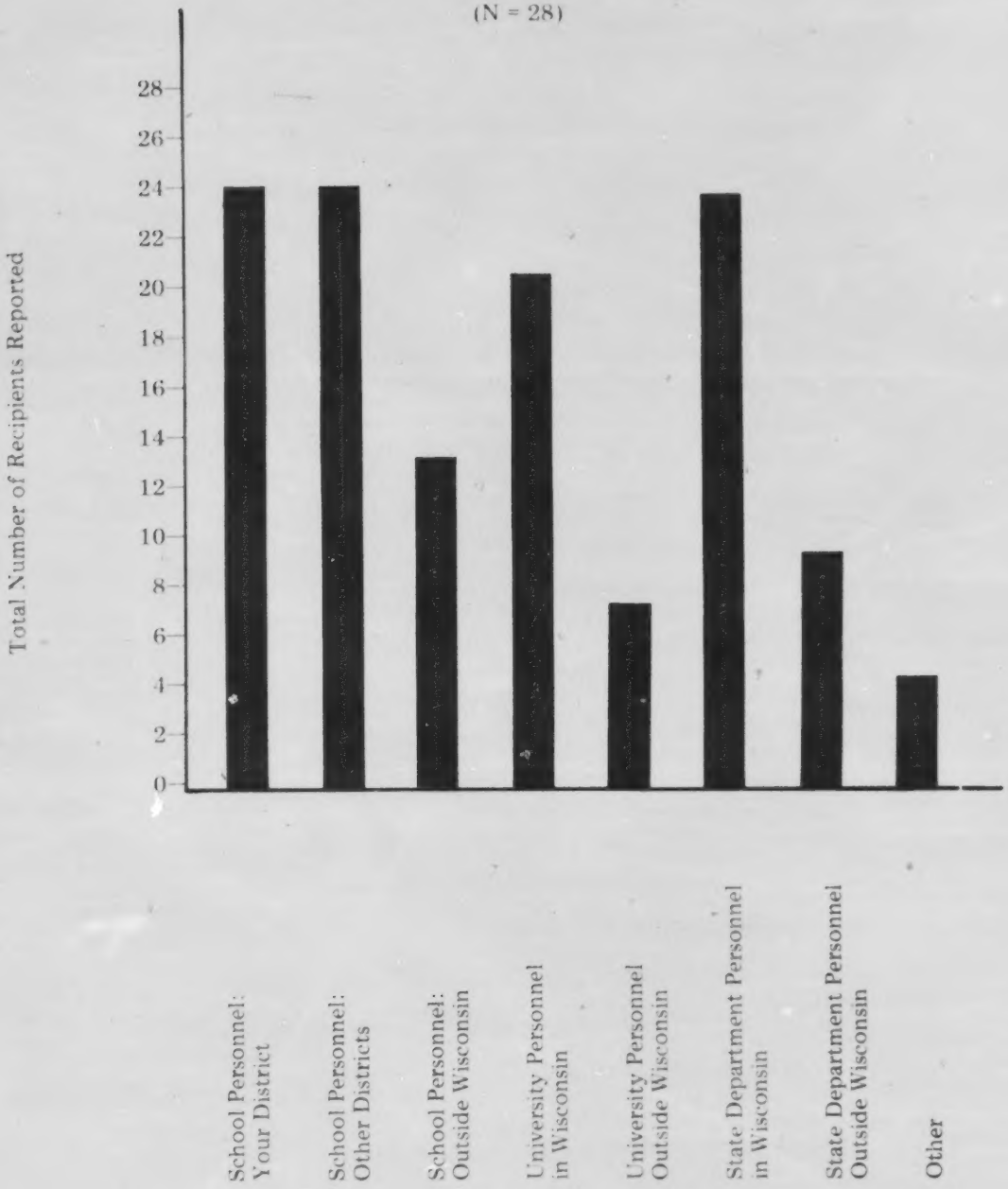


TABLE 6

DPI Project Directors' Perception of Individual Participant's Attitudes and Performance

(N = 28)

Participant Groups	Perceptions of Attitudes	Perceptions of Performance
	Mean * Response	Mean ** Response
Students	3.58	3.08
Teachers	3.24	2.68
Guidance Counselors	3.16	2.47
Local Coordinators (LVEC)	3.75	3.00
Other School Personnel	3.20	2.68
Other Non-school Personnel	3.56	2.44

* Scale for Perceptions of Attitudes:

1 = Most participants were not assessed.
2 = Most participants had unfavorable attitudes toward this project.
3 = Most participants had no strong feelings toward this project.
4 = Most participants had moderately favorable attitudes toward this project.
5 = Most participants had very favorable attitudes toward this project.

** Scale for Perceptions of Performance:

1 = Performance was not assessed.
2 = Performance was not as good as expected.
3 = Performance was about what was expected.
4 = Performance was a little better than expected.
5 = Performance was much better than expected.

A large number of people took part in these DPI sponsored projects. Actual numbers of participants reported to the evaluation team on the Impact Assessment Questionnaire included 15,505 students, 2,484 teachers, 145 guidance personnel and counselors, 56 local vocational education coordinators, 577 other school personnel, and 970 other non-school personnel. Moreover, actual numbers of students by grade level were 1,101 grades K-3, 812 grades 4-6, 5,796 grades 7-8, 688 grade 9, 1,461 grade 10, 1,126 grade 11 and 819 grade 12. Since not all project directors submitted their questionnaires, these figures are probably understated. Therefore, DPI sponsored projects have included a large number of individuals in Wisconsin.

Institutional impact was measured by the degree of involvement of other schools in DPI sponsored projects. The data in Table 7 shows that for all projects, 99 schools visited the projects, 963 schools expressed interest in the projects, 199 schools implemented the output on an experimental basis, and 45 schools implemented the output on a regular basis.

Clearly, fewer data are available to judge the impact of DPI projects than were available for RCU sponsored projects. The data available, however, support the conclusion that DPI sponsored research and exemplary projects during the period January 1, 1970 to June 30, 1973 have had at least moderate and possible substantial impact.

Question 2: To what degree do the RCU and DPI assist participating educational institutions and agencies in preparing for and implementing change through research and exemplary activities?

The Wisconsin RCU and DPI assist participating educational institutions and agencies in preparing for and implementing change through research and exemplary projects in several ways. Initially, the RCU and DPI provide formative information for project conception and planning. In addition, these agencies provide assistance and/or explain activities required of project directors both during and after the project. Each of these areas is explored in answering Question 2.

RCU

The conception and initial planning of research and exemplary projects represents an important area of potential assistance. To gauge the degree to which the RCU meets part of this need, two questions were asked. First, respondents were asked to indicate general sources of ideas for RCU project planning. Then, they were asked what specific sources of information were used. The number of mentions for the RCU in either or both of the categories gives some indication of the importance of the RCU in this phase of the project.

Figures 9 and 10 portray these data. Although the most used general sources of ideas for initiating projects were school personnel in the same district, sources include journal articles, school personnel in other districts, university colleagues in Wisconsin, and RCU staff personnel. The most important specific source of ideas for initiating projects is school personnel in the same district. Other specific sources of information include school personnel in other districts, other state board staff, and RCU staff personnel.

Data for project activities/assistance and post-project activities/assistance are shown in Table 8. Project activities/assistance include the activities required of project directors and assistance

TABLE 7

Institutional Impact: Degree of Involvement of Other Schools in DPI Sponsored Projects

(N = 28)

DEGREE OF INVOLVEMENT	NUMBER OF SCHOOLS
Visited project	99
Expressed interest in project	963
Implemented output of project on an experimental basis	199
Implemented output of project on a regular basis	45
TOTAL	1,306

FIGURE 9

Number of Times Individual Sources of Information Were Used
As General Sources of Ideas for RCU Project Planning

(N = 67)

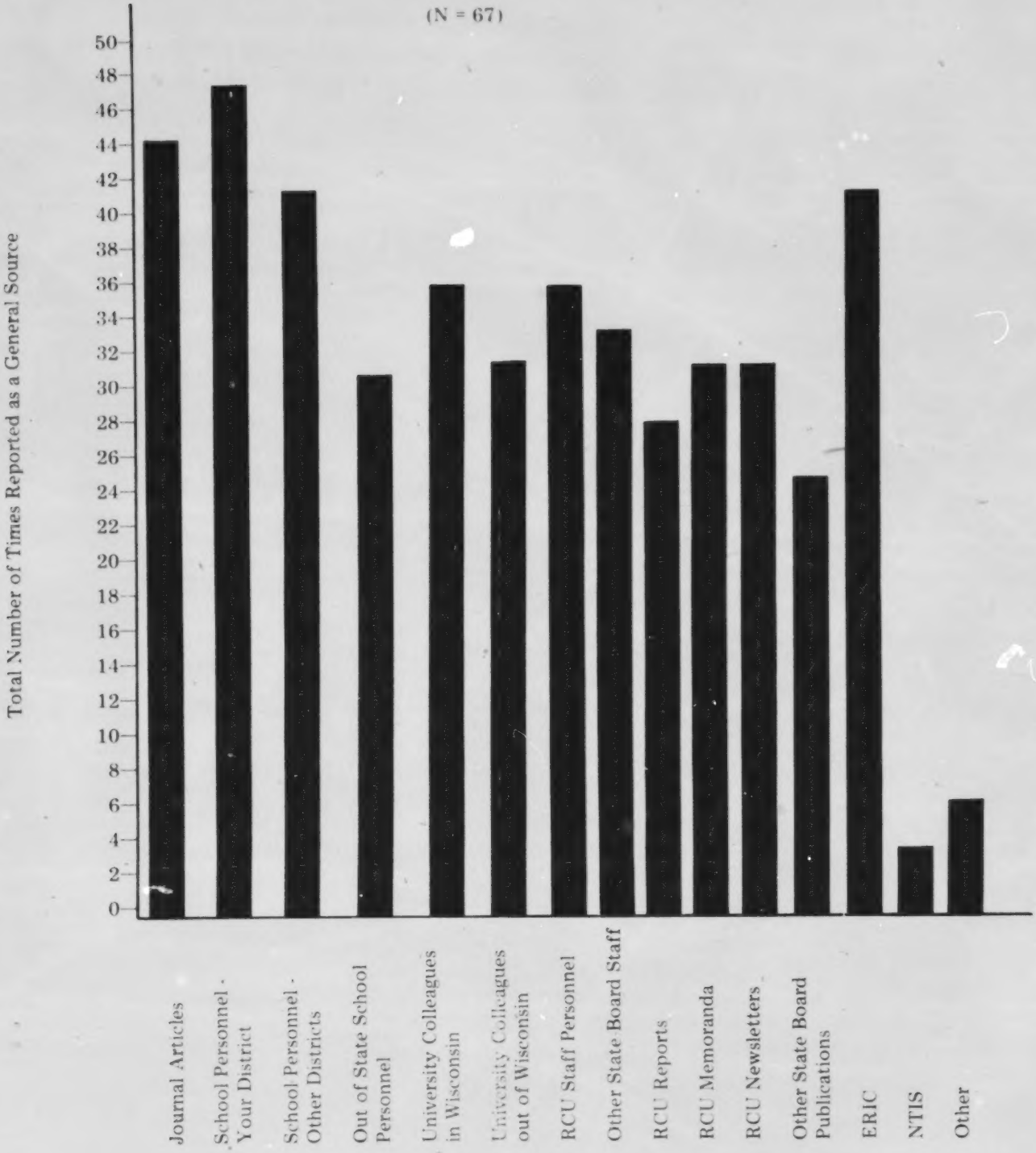


FIGURE 10

Number of Times Individual Sources of Information Were Used
As a Specific Source of Ideas for RCU Project Planning

(N = 67)

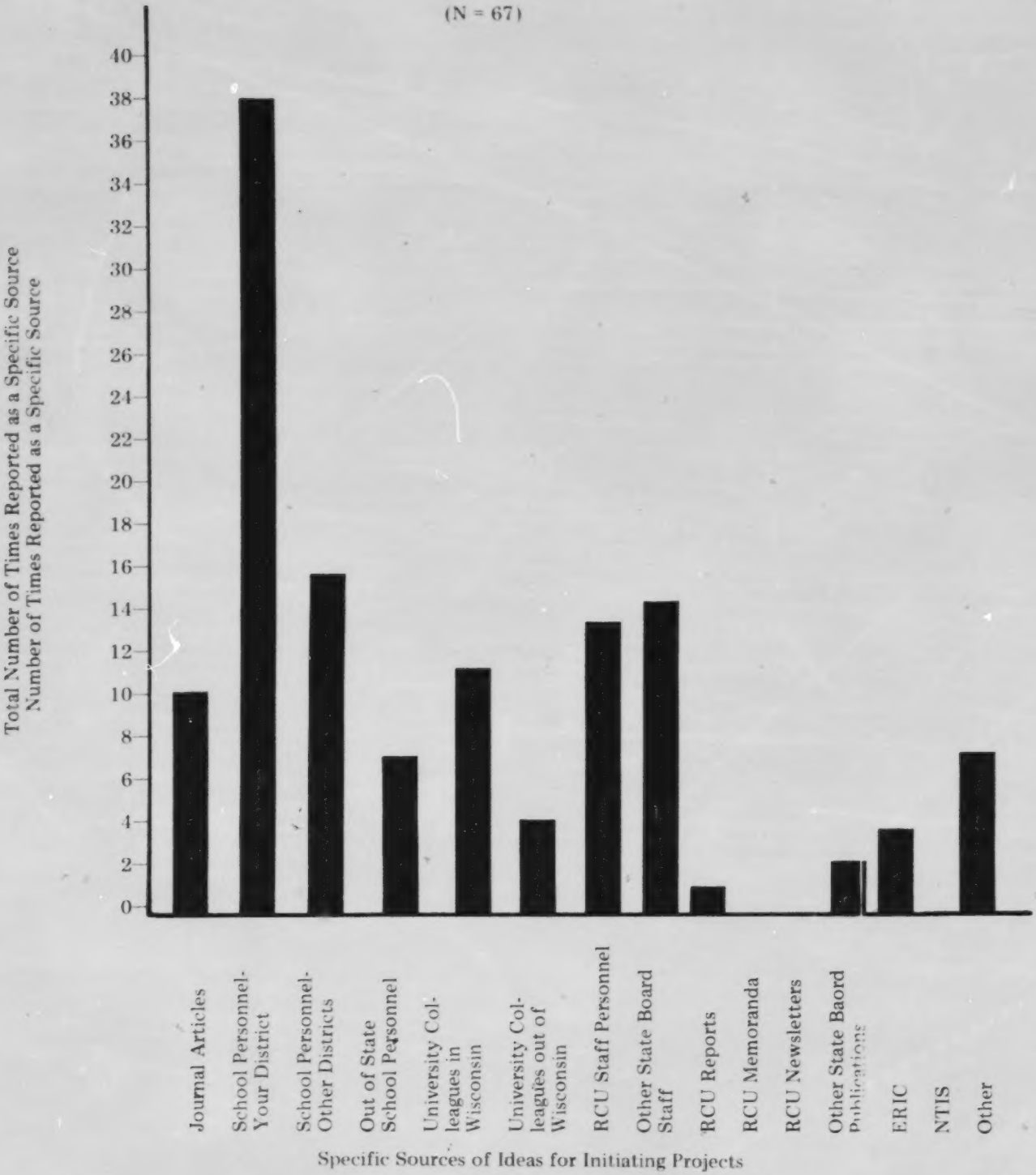


TABLE 8

Reactions of WVTAE District Research and Exemplary Project Personnel to Project and Post-Project Activities/Assistance Required or Provided by the RCU

Question	Specific Responses	Actual Number Responding	Percentage
Project Activities/Assistance			
Did the State Board establish priorities for proposal?	Yes	47	71.2
	No	4	6.0
	Don't know	15	22.7
Was consultative assistance provided by the RCU staff or other state staffs?	Yes	44	65.7
	No	20	29.9
	Don't know	3	4.4
Were WBVTAE expenditure guidelines clear?	Yes	53	77.9
	No	9	13.2
	Don't know	6	8.9
Were ERIC services sought or requested?	Yes	24	36.4
	No	41	62.1
	Don't know	1	1.5
Were ERIC services made available by the RCU?	Yes	20	74.1
	No	5	18.5
	Don't know	2	7.4
Were any other consultative services utilized?	Yes	23	35.9
	No	40	62.5
	Don't know	1	1.6
Post-Project Activities/Assistance			
Was a final descriptive report prepared?	Yes	65	97.0
	No	2	3.0
	Don't know	0	0.0
Was a copy of final report provided to RCU?	Yes	54	81.8
	No	1	1.5
	Don't know	11	16.7
Did the RCU publicize results of project?	Yes	33	49.3
	No	4	6.0
	Don't know	30	44.7
Did the RCU encourage other districts to develop similar projects?	Yes	18	27.7
	No	9	13.8
	Don't know	38	58.5
Did the RCU encourage your district to develop a similar project?	Yes	23	35.9
	No	19	29.7
	Don't know	22	34.4
Was a similar project actually developed in your district?	Yes	18	52.9
	No	7	20.6
	Don't know	9	26.5

provided by the RCU during the course of the project. Item 1 in Table 8 refers to the proposal stage of the project. More specifically, project directors were asked if the State Board established priorities for the initial proposal. A large majority answered affirmatively, while a much smaller percentage did not know. Only 6 percent responded negatively. Consultative assistance was reported by about two-thirds of the projects as having been provided by RCU or other state staff.

WBVTAE expenditure guidelines were clear for a large majority of the respondents (77.9 percent). Although ERIC services were requested for over one-third of the projects, most of the projects did not request these services. It is not clear from these data whether this reflects that project directors did not know about the ERIC services or that they simply have not used the service. For those projects requesting ERIC services, nearly three-fourths reported receiving them. Finally, over 60 percent of the projects indicated that no other consultative services were utilized.

Post project activities/assistance include those activities required of project directors and assistance provided by thr RCU staff after the project had been completed. Item 1 in the second half of Table 8 indicates that a final descriptive report was prepared for almost all projects. Item 2 shows that the final report was provided to the RCU in a large majority of cases (81.8 percent). An interesting related finding is that a rather sizeable percentage of project directors (16.7 percent) did not know if the final report had been provided to the RCU. This finding might be attributable to the diverse roles of the project directors described in Question 1.

Nearly one-half of the project directors did not know if the RCU publicized results of their project. Of those project directors indicating knowledge in this area, most responded affirmatively (49.3 percent).

The final three items in Table 8 concern the development of similar projects. A large percentage of project directors did not know if the RCU encouraged other VTAE districts (58.5 percent), or if the RCU encouraged their own district to develop similar projects. Moderate percentages of these individuals responded affirmatively (27.7 percent other districts, 35.9 percent own districts), while slightly lower percentages responded negatively. Finally, over one-half indicated that a similar project was developed in their district; the remainder either responded negatively or did not know.

These data tend to show that the RCU is perceived as providing at least a moderately important source of information for project conception and initial planning. Moreover, the data indicate that in several activities/assistance areas (e.g., establishment of priorities for proposals, clarity of expenditure guidelines, and preparation of final report) the RCU performs well. However, in certain areas (e.g., provision of other consultative services and publicizing results of projects) the results were not so favorable.

In direct response to Question 2 the data show that the RCU is assisting participating institutions and agencies in planning for an implementing change through research and exemplary activities. It seems, however, that there are areas for improvement. These areas, discussed in more detail in the following chapter, include providing an awareness of the type of service available from WBVTAE, publicizing and promoting research and exemplary project efforts, and encouraging other districts to develop similar or related activities.

DPI

DPI project directors were also asked to indicate the sources of information used as general and specific sources of ideas for initiating projects. Again, the number of mentions for the DPI in either

or both of these categories should serve as an indicant of importance of the DPI in this phase of the project.

These data are shown in Figures 11 and 12. School personnel in the same district are the most used general source of ideas for initiating projects. Other important general sources include university colleagues in Wisconsin, and DPI personnel. The most important specific source of ideas for initiating projects is university colleagues in Wisconsin. Other important specific sources include DPI personnel and school personnel in the same district.

Project activities/assistance and post-project activities/assistance data are presented in Table 9. Item one (1) in this table refers to the establishment by the State Department of priorities for the initial proposal. A slight majority responded affirmatively, while a surprisingly high percentage (36.0 percent) indicated that they did not know. In addition, consultative assistance was provided by the DPI staff for a large percentage (85.2 percent) of the projects.

State department expenditure guidelines were clear for all projects. Moreover, although ERIC services were requested by a relatively small number of projects (22.2 percent), these services were apparently made available to all of these projects. Finally, other consultative services were utilized in two-thirds of the projects.

Post-project activities/assistance data are displayed in the second half of Table 9. Item one (1) in this section shows that a final descriptive report was prepared for 81.5 percent of the projects. Item 2 indicates that if a final report was prepared, a copy was provided to DPI in almost all cases.

As in the results reported for the RCU, a relatively larger percentage of project directors did not know if the results of the project had been publicized by DPI. Additionally, 47.8 percent responded positively and 13.1 percent answered negatively.

A similar pattern holds for the final three items in Table 9. Over one-half of the DPI project directors did not know if DPI encouraged other schools to develop similar projects. Over one-third did not know if the DPI encouraged their school to develop similar projects. Lastly, 50.0 percent indicated that a similar project was developed in their school, 12.5 percent responded negatively, and 37.5 percent did not know.

Data presented in this section seem to indicate that the DPI serves as an important source of information for project conception and initial planning. Additionally, the data suggest that DPI staff does a credible job in the activities/assistance area of providing consultative assistance and establishing guidelines for conducting projects.

However, there are indications that improvement may be possible in other areas. These areas include awareness of ERIC services available to local school, publicity of project efforts and encouragement of other schools to utilize the research and exemplary efforts of funded projects. These issues are discussed in the following chapter.

Question 3: What is the degree of impact on occupational education and organizational and administrative procedures in Wisconsin and individual districts as a result of RCU research and exemplary activities?

FIGURE 11

Number of Times Individual Sources of Information
Were Used as General Sources of Ideas for DPI Project Planning

(N = 28)

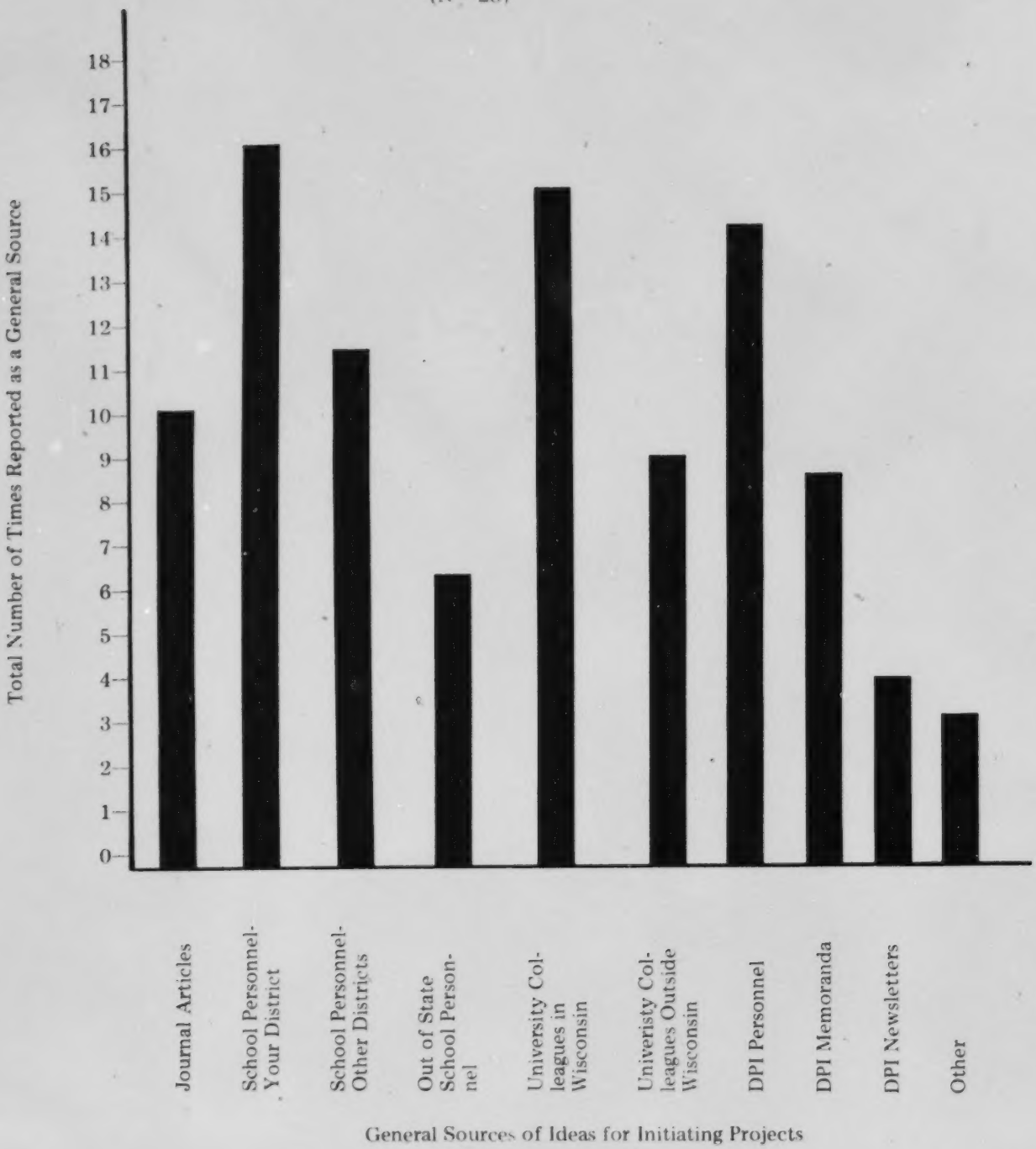


FIGURE 12

Number of Times Individual Sources of Information Were Used
As a Specific Source of Ideas for DPI Project Planning

(N = 28)

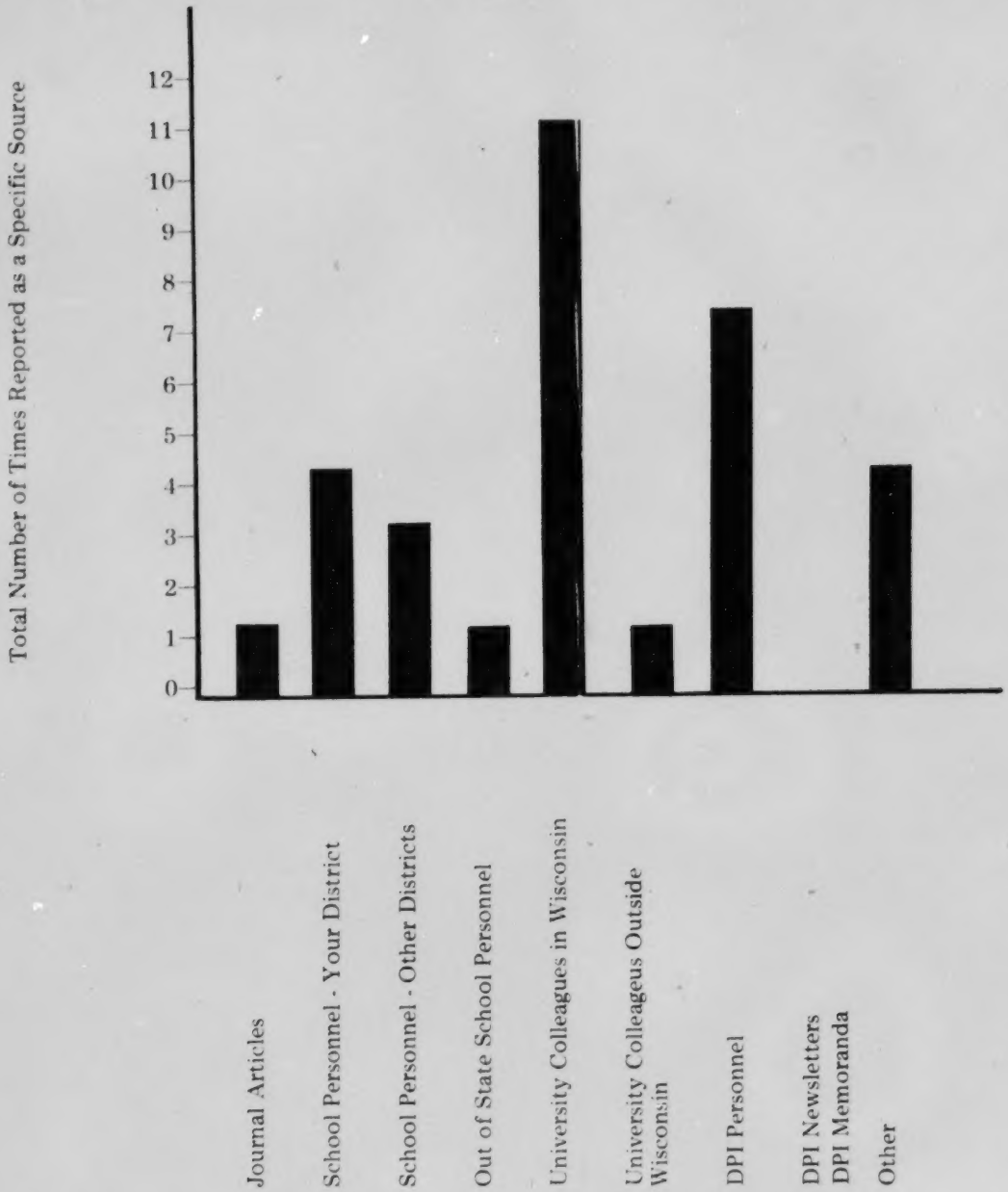


TABLE 9

Reactions of Local District Research and Exemplary Project Personnel to Project and Post-Project Activities/Assistance Required or Provided by DPI

Question	Specific Responses	Actual Number	Percentages
Project Activities/Assistance			
Did the State Department establish priorities for proposal?	Yes	13	52.0
	No	3	12.0
	Don't know	9	36.0
Was consultative assistance provided by DPI staff?	Yes	23	85.2
	No	3	11.1
	Don't know	1	3.7
Were State Department expenditure guidelines clear?	Yes	27	100.0
	No	0	0.0
	Don't know	0	0.0
Were ERIC sources sought or requested?	Yes	6	22.2
	No	17	63.0
	Don't know	4	14.8
Were ERIC services made available by DPI?	Yes	7	26.9
	No	11	42.3
	Don't know	8	30.8
Were any other consultative services utilized?	Yes	18	66.7
	No	9	33.3
	Don't know	0	0.0
Post-project Activities/Assistance			
Was a final descriptive report prepared?	Yes	22	81.5
	No	3	11.1
	Don't know	2	7.4
Was a copy of final report provided to DPI?	Yes	21	84.0
	No	3	12.0
	Don't know	1	4.0
Did the DPI publicize results of projects?	Yes	11	47.8
	No	3	13.1
	Don't know	9	39.1
Did the DPI encourage other schools to develop similar projects?	Yes	9	39.1
	No	2	8.7
	Don't know	12	52.2
Did the DPI encourage your school to develop similar projects?	Yes	7	35.0
	No	6	30.0
	Don't know	7	35.0
Was a similar project actually developed in your school?	Yes	4	50.0
	No	1	12.5
	Don't know	3	37.5

Data to answer this question were collected from a total of 38 VTAE district and research directors and selected individuals from the staff of WBVTAE. Two types of data were collected. First, respondents were asked to indicate on a 4-point scale the degree to which they believe RCU objectives have been met. Second, respondents were asked to indicate the impact of categories of research and exemplary projects on occupational education and organization and administrative change in their district and in Wisconsin. These data are analyzed below.

RCU Objectives

District and research directors and selected WBVTAE staff members were asked to indicate the degree to which they believed that eight RCU objectives had been met. Respectively, the response choices from 4 to 1 were highly, moderately, slightly, and not at all met. Mean response values for each objective are presented in Table 10.

Data presented in Table 10 indicate that objectives 6, 3, and 1 are perceived by the respondents as being moderately to highly met by the RCU. The remaining five objectives were all perceived as being slightly to moderately met. From these data, the RCU is perceived as doing best on objectives six, three, and one. These objectives are as follows: "Identifying and maintaining an inventory of occupational research and development resources . . ."; "Disseminating information on occupational education research . . ."; and, "Stimulating occupational education research and development activities . . ." The remaining areas (objectives 2, 4, 5, 7, and 8) may provide opportunities for improvement.

RCU Impact on Occupational Education

District directors and research directors and selected WBVTAE staff members were asked to rate the impact of selected categories of exemplary and research projects on occupational education in their individual VTAE districts, when appropriate, and in Wisconsin. Response categories included extremely high impact, moderate impact, little impact, no impact, and some adverse impact. Individual judgments were required for five categories of exemplary and research projects.

Exemplary projects were classified into the following five (5) categories: (1) professional staff development, (2) curriculum, (3) student services, (4) cooperative work experiences, and (5) special projects. Impact ratings for each of these categories in Wisconsin and individual districts are shown at the top of Table 11. Little to moderate levels of impact were obtained for student services, special projects, curriculum, and professional staff development. The impact of cooperative work experience projects was rated considerably lower. Differences between in-district impact and Wisconsin impact were small but impact by categories was generally higher for Wisconsin impact.

Research project categories were categorized into the following five (5) categories: (1) professional staff development, (2) curriculum development, (3) student services, (4) administrative and organizational planning, and (5) special studies. As shown in Table 11, a moderate to high level of impact was obtained for curriculum development research projects. Little to moderate levels of impact were observed for the remaining research projects. Again, differences between in-district and Wisconsin impact were small but impact by category was consistently higher for Wisconsin impact.

RCU Impact on Organizational and Administrative Procedures

Impact on organizational and administrative procedures of research and exemplary projects was measured in an analogous manner. These data are presented in the second half of Table 11.

TABLE 10

Mean Ratings of the Degree to Which Objectives of the RCU Have Been Met as Expressed by Selected District Directors, Research Directors and WBVTAE Personnel

(N = 38)

	RCU Objective	Mean Response Value *
1.	Stimulate and encourage occupational education research and development activities in state departments, local school districts, colleges and universities, and non-profit organizations.	3.15
2.	Coordinate occupational research activities conducted witl in the state, and further, coordinate such research activities v ith those being conducted outside the state.	2.97
3.	Disseminate information on the progress and applications of the results of occupational education research.	3.24
4.	Stimulate activities which will result in increased interest and improved competence in research such as encouraging pre-service and in-service training of occupational researchers.	2.89
5.	Participate in the development, monitoring or conduct, as appropriate, of occupational research and development resources in light of anticipated needs and programs within the state.	2.79
6.	Identify and maintain an inventory of available occupational research and development resources in light of anticipated needs and programs within the state.	3.84
7.	Survey available data on employment opportunities, emerging occupational trends and future job projections as a base for planning vocational programs within the state.	2.44
8.	Identify issues and problems relating to the nature and place of vocational education in the state school system, and determining the contributions which occupational research and development could make in resolving them.	2.73

* Response Scale:

1 = Not at all met
2 = Slightly met
3 = Moderately met
4 = Highly met

TABLE 11

Degree of Impact of Research and Exemplary Projects on Occupational Education and Organizational and Administrative Procedures in Wisconsin and Individual Districts as Expressed by Selected District Directors, Research Directors and WBVTAE Personnel

(N = 38)

TYPE OF PROJECT	PROJECT CATEGORIES	IMPACT IN WISCONSIN *	IMPACT IN DISTRICT *
	Occupational Education		
EXEMPLARY	Professional Staff Development	3.78	3.5
	Curriculum	3.82	3.89
	Student Services	3.89	3.85
	Cooperative Work Experience	2.94	2.68
	Special Projects	3.89	3.73
RESEARCH	Professional Staff Development	3.68	3.4
	Curriculum Development	4.08	4.07
	Student Services	3.75	3.68
	Administrative Planning	3.54	3.38
	Special Studies	3.67	3.58
	Organizational and Administrative Procedures		
EXEMPLARY	Professional Staff Development	3.26	3.1
	Curriculum	3.00	3.46
	Student Services	3.14	3.41
	Cooperative Work Experience	2.69	2.58
	Special Projects	3.30	3.41
RESEARCH	Professional Staff Development	3.41	3.46
	Curriculum Development	3.50	3.71
	Student Services	3.39	3.5
	Administrative Planning	3.32	3.4
	Special Studies	3.33	3.22

* Response Scale:

1 = Some adverse impact
2 = No impact
3 = Little impact
4 = Moderate impact
5 = Extremely high impact

Little to moderate levels of impact were obtained for four categories of exemplary projects. These categories include professional staff development, curriculum, student services, and special projects. Again, the impact of cooperative work experience projects was rated considerably lower (i.e., no impact to little impact). Differences between in-district impact and Wisconsin impact are more equivocal. Higher levels of Wisconsin impact were recorded for professional staff development and cooperative work experience projects. Correspondingly, higher levels of in-district impact were obtained for curriculum, student services, and special projects.

Finally, little to moderate levels of impact on organizational and administrative procedures were obtained for all categories of research projects. In four of the projects categories, higher levels of impact were observed in district impact. Only for special studies were higher levels of Wisconsin impact obtained.

In summary, VTAE district and research directors and selected WBVTAE staff perceive that the RCU objectives are currently being met to some extent. This would seem to be a necessary condition for high levels of impact to be generated from RCU research and exemplary activities.

Second, the data suggest that at least some level of positive impact on occupational education and organizational and administrative procedures was associated with all categories of research and exemplary projects. These items will be discussed in more detail in the following chapter.

Question 4: What are the patterns of monetary support for RCU and DPI sponsored research and exemplary projects?

Patterns of monetary support was analyzed in terms of the source of project funds and the fiscal periods in which those funds were expended. Sources of funds included federal (through the State Board or Department and other federal sources), state, local, foundation, business/industry and others. Fiscal periods were studied from January 1, 1966 to June 30, 1973.

Patterns of monetary support were analyzed in two ways. First, the percentage of funds by source was measured for each fiscal period for which data were available. In addition, the percentage of funds by source was examined for each year of the project.

RCU

Data in Table 12 show the percentage of funds by source for RCU-sponsored projects for the five fiscal periods, July 1, 1968 to June 30, 1973. Disregarding the first two fiscal periods (amounts of funds reported in these periods were very small), the percentage of funds by source show some consistency. For example, federal funds through the state board increase from 75.7 percent in fiscal 1970-71 to 79.8 percent in fiscal 1972-73. During the same period, local sources decrease from 24.3 percent to 19.5 percent. Small quantities of funds from state and other sources were reported in the last two fiscal periods.

Table 13 shows these data in a different perspective. This table reports the percentage of funds by sources for each year of the project. A decrease in federal funds over a multi-year project would indicate that other areas of support are being cultivated. This does not appear to be happening for

TABLE 12

Percentage of Funds by Source for RCU-Sponsored Projects for the Five Fiscal Periods, July 1, 1968 to June 30, 1973

(N = 82)

SOURCE OF FUNDS	FISCAL PERIODS				
	July 1, 1968 - June 30, 1969	July 1, 1969 - June 30, 1970	July 1, 1970 - June 30, 1971	July 1, 1971 - June 30, 1972	July 1, 1972 - June 30, 1973
Federal Funds Through State Board	66.7	49.7	75.7	77.6	79.8
State				.4	.2
Local	33.3	50.3	24.3	20.8	19.5
Business/ Foundation					
Other Sources				1.2	.5

TABLE 13

Percentage of Funds by Source for RCU Sponsored Projects for Each Year of the Project

(N = 82)

SOURCE OF FUNDS	YEAR OF PROJECT			
	Year 1	Year 2	Year 3	Year 4
Federal Funds Through State Board	73.4	78.3	77.7	100.0
State	.3	.9		
Local	23.9	20.8	22.3	
Business/ Foundation				
Other Sources	2.4			

RCU sponsored projects. Federal funds increase from year one to year two, then decrease slightly in year three. Local funds decrease from year one to year two, then increase slightly in year three.[1] All other sources are available in year one only, while state funds are available in years one and two.

Patterns of monetary support for RCU sponsored research and exemplary projects indicated by these data show a gradual increase in the proportion of federal support and a con-commitant decrease in local support. In addition, these data suggest a growing commitment to federal sources as the length of the project in years increases. Furthermore, it seems clear that other sources of funds (state, foundation, and business/industry) are not extensively utilized.

DPI

Data in Table 14 indicate the percentage of funds by source for DPI sponsored projects for the four fiscal periods, July 1, 1969 to June 30, 1973. Even a cursory study of this table indicates little consistency over fiscal periods. For example, federal funds through the State Department accounted for 29.7 percent of total funds in the first fiscal period, increased for the next two fiscal periods to 72.3 percent, and decreased in the final fiscal period to 41.3 percent. Percentages of state and local funds exhibit similar variation during these periods.

Two additional sources of funds were used by DPI projects. Business/industry provided 26.7 percent of funds expended in the first fiscal period. No further use of the funds was reported for subsequent periods. In addition, other federal sources were used in the second, third, and fourth fiscal periods.

Table 15 shows the percentage of funds by source for each year of the project. These data indicate a decreasing use of federal funds through the state department for multi-year projects. The percentage of federal funds through the state department decreases from 65.9 percent of the total funds in year 1 to 30.0 percent in year 3. State, local, and other federal funds become increasingly important sources of funds for multi-year projects.

Patterns of monetary support for DPI sponsored projects indicated in these data show a decrease in proportion of federal funds through the state department for the period in question. In addition, the proportion of funds from state, local and other federal sources is generally increasing over the period. This same pattern occurs when individual project years are examined. Finally, it appears that DPI projects have utilized a wide variety of funding sources.

Question 5: Is the approval process for proposed research and exemplary activities used by the RCU and DPI adequate?

The approval process for proposed reseasrch and exemplary activities consists of three interrelated sets of procedures. These procedures include proposal submission, proposal review, and proposal funding. Relevant characteristics of these procedures are detailed below.

[1]Since only one four year project was reported, these data are disregarded in this analysis.

TABLE 14

Percentage of Funds by Source for DPI Sponsored Projects
for the Four Fiscal Periods, July 1, 1969 to June 30, 1973

(N = 21)

SOURCE OF FUNDS	FISCAL PERIODS			
	July 1, 1969 - June 30, 1970	July 1, 1970 - June 30, 1971	July 1, 1971 - June 30, 1972	July 1, 1972 - June 30, 1973
Federal Through State Department	29.7	46.3	72.3	41.3
Other Federal Sources		1.0	3.6	10.8
State	13.1	21.2	6.1	11.7
Local	29.2	28.5	18.0	36.2
Foundation				
Business/Industry	26.7			
Other				

TABLE 15

Percentage of Funds by Source for DPI-Sponsored Projects for Each Year of Project

(N = 21)

SOURCE OF FUNDS	YEAR OF PROJECT			
	Year 1	Year 2	Year 3	Year 4
Federal Through State Department	65.9	53.4	30.0	
Other Federal Funds	.2	6.7	34.0	
State	12.5	9.6	36.0	21.0
Local	17.0	30.3	--	78.0
Foundation	--	--	--	--
Business/Industry	4.1	--	--	--
Other	.2	--	--	--

Three principal elements were deemed important in the proposal submission procedures. These elements include: the establishment and use of priorities for projects, the announcement of availability of funds, and the recipients of these availability announcements. In a similar manner, the proposal review procedure has three primary characteristics. These characteristics are: an enumeration of the personnel involved in the review process, the establishment of evaluative criteria, and an assessment of how the review process was conducted. Finally, proposal funding procedures include: an explication of the methods of informing successful and unsuccessful proposers and the establishment of regulations on the use of those funds. In the following sections, the approval processes employed by the RCU and the DPI are assessed using these characteristics.

From interviews conducted with WBVTAE personnel and personnel associated with funded projects and examination of pertinent documentation and memoranda, it is clear that explicit project priorities have been established. For example, these priorities are reported at least annually in the RCU newsletter. However, the CVE research team could find little evidence other than inclusion on the proposal rating scale that these priorities were used in later stages of the approval process.

The RCU has several methods of announcing the availability of funds to potential recipients. Letters are sent to VTAE district directors announcing the availability of funds for the next period. Presumably, the district directors forward these data to their respective staffs. In addition, funding data are frequently available in the newsletter. Since the CVE research team heard no complaints about this part of submission procedure, this system apparently works well.

In the RCU proposal review procedure, a research review committee composed of four WBVTAE staff review all proposals. Separate evaluation forms are used for research and exemplary projects. Each evaluation form contains ten explicit criteria. Each review committee member rates each project on a zero to ten scale for each criterion. On the basis of summated scores, proposals are either approved, disapproved, deferred, or returned to the applicant. Two aspects of this procedure should be pointed out. First, only WBVTAE staff members sit on the review committee. No representation is accorded to interested outside groups. Second, the review procedure is not blind; that is, once each reviewer has completed the evaluation, the completed evaluation form is attached to the proposal. Other committee members are privy to this information before they make their evaluations.

Finally, proposal funding procedures used by the RCU are well developed. The RCU informs both successful and unsuccessful proposers through the mail. In addition, explicit funding regulations are provided to each successful proposer.

Several complaints were heard from district personnel about the time lag between the receipt of approval and receipt of funding. In some cases the problem was serious enough to consider eliminating the submission of future proposals. However, it should be noted that this is often the result of the time lag that occurs in the state's receipt of funds from the Federal government.

The RCU staff has been in operation for an extended period of time and the depth and quality of procedures in the approval process demonstrates this fact. However, several areas may require attention. First, while project priorities are established, it is not apparent from funded projects that these priorities influence the approval process. Second, the review process is conducted solely by WBVTAE personnel. No viewpoints of outside agents are considered. In addition, the attachment of completed evaluation forms may inject bias into the process. Finally, funding delays can be especially disruptive to the morale and motivation to district personnel. Each of these issues is addressed in the following chapter.

DPI

Some brief background should be provided before the DPI approval process is assessed. Most of the DPI projects funded between 1969 and 1973 were funded in the career education and guidance area. Almost all of these projects were handled through the Guidance Division of the DPI. Most of the personnel responsible for these projects are no longer with the DPI. The personnel in Manpower Development presently responsible are new and still in the process of gearing up.

The CVE research team could find no evidence that project priorities have been established. In addition, no formal methods to announce the availability of funds to potential recipients were evident. In the period 1969-73, it seems that word of mouth communication was the only network used to announce the availability of funds. These data show that explicit proposal submission procedures during this period were almost non-existent. Indeed, similar statements can be made for review and funding procedures. Improvements in the approval process for the DPI will be considered in the following chapter.

Conclusion

In this chapter, data relevant to the five research questions have been analyzed for the RCU and the DPI. In the following chapter, a summary of and conclusions from these data are presented. Then, explicit recommendations are drawn from these data.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this final chapter, summary and conclusions of this study are presented. Issues in the background of the study, the methodology, and research findings are discussed. Then recommendations are drawn from these data.

Summary and Conclusions

Background

The Wisconsin Research Coordinating Unit (RCU) was approved by USOE to commence operation January 3, 1966 and was extended under two projects to August 31, 1969. During this period, approximately $200,000 of federal funds were expended for research programs in post-secondary vocational schools. As a result of subsequent legislation, the RCU has continued operation from September 1, 1969 to the present. During the period, September 1, 1969 to June 30, 1973, the RCU has awarded over $200,000 for research and exemplary projects.

The Wisconsin State Department of Public Instruction (DPI) is responsible for expending federal funds in secondary schools in Wisconsin. During the period September 1, 1969 to June 30, 1973, the DPI has expended almost $150,000 for research and exemplary projects.

Since the passage of the Vocational Education Act of 1963, approximately one and one-half million dollars of federal funds have been allocated to Wisconsin for research and exemplary projects. These projects have included a wide variety of vocational topics. The central problem area for this evaluation effort is the establishment of observable relationships between these projects and actual outcomes. The overall evaluation question is this: "What has been the impact of vocational education research and exemplary projects on educational practices in Wisconsin?"

Methodology

The Center for Vocational Education (CVE) responded to a request for proposal from the WBVTAE to answer this question. More specifically, CVE's proposal broke the overall evaluation question into five operational questions. These questions included:

1. What has been the impact of research and exemplary activities funded by the Wisconsin RCU and DPI during the period January 1, 1966 to June 30, 1973?

2. To what degree does the RCU and DPI assist participating educational institutions and agencies in preparing for and implementing change through research and exemplary activities?

3. What is the degree of impact on occupational education and organizational and administrative procedures in Wisconsin and individual districts as a result of RCU research and exemplary activities?

4. What are the patterns of monetary support for RCU and DPI sponsored research and exemplary projects?

5. Is the approval process for proposed research and exemplary activities used by the RCU and DPI adequate?

The proposal outlined four phases in this study. Phase I included activities designed to establish an on-going interface with RCU and DPI personnel and to develop final evaluation designs for answering the research questions. Phase I terminated when a set of evaluation designs were finalized by RCU, DPI and CVE personnel.

Phase II activities included instrument development and the formulation of data collection procedures and data analysis plans. The types of sources of data specified in the evaluation designs required that four data collection instruments be developed for the study; they were: (1) the Impact Assessment Questionnaire, (2) the Student Participation Questionnaire, (3) the Teacher Participation Questionnaire, and (4) the District Director and Research Director Questionnaire. Concurrently, data collection procedures and analysis plans were completed.

Phase III dealt with the activities necessary to collect the data. Collection activities combined personal and mail administration of the instruments. Three on-site data collection visits were conducted. In the first two visits, two CVE evaluation teams visited a total of 13 VTAE districts. In the final visit, 6 DPI sites were selected. Additionally, several other sites were visited in conjunction with the earlier RCU visits.

The final phase of this project was directed toward the data analysis. Because of the limitations of the data, frequency counts of responses was the primary analysis technique. Arithmetic means were used where appropriate.

Question 1: What has been the impact of research and exemplary activities funded by the Wisconsin RCU and DPI during the period January 1, 1966 to June 30, 1973?

RCU

Data to answer this question was obtained by questionnaires sent to each agency who operated research and/or exemplary projects during this time period and on-site visitations to selected projects. Over one-half of projects operated for less than one year, approximately one-third of the projects were reported as operating between one and two years, and the remainder of the projects were in operation more than two years. Of the projects reported, approximately one-half to two-thirds of the respondents indicated that the products, processes, procedures, or findings were in use.

Less than one-half of the respondents indicated that their project utilized external evaluation of their efforts. However, more than three-fourths of these respondents indicated that the objectives

of their project had been fully met.

Dissemination efforts conducted by the projects have been limited primarily to final reports and private communications. Although, in-service training, newsletters, and speeches and papers were reported to a lesser extent. Principal recipients of the disseminated materials were reported as being, education personnel within their district, state department personnel in Wisconsin and education personnel in other Wisconsin districts. However, on-site visits to selected districts revealed little awareness of research and/or exemplary projects in other districts.

The respondents also indicated that they perceived that participants had both moderate attitudes and performance levels. Response modes did not vary substantially across participant groups (i.e., students, teachers, guidance counselors, other school personnel and other non-school personnel). When students and teachers were asked to state their attitudes toward the projects that they were involved with, they were enthusiastic in their support of research and/or exemplary projects. They were also of the opinion that the projects helped students in vocationally relevant areas and spoke very favorably to personnel not associated with the research and/or exemplary projects. It was indicated by the respondents that a large number of non-VTAE schools participated in the projects funded by the RCU. Again, however, little knowledge of the projects was discovered during the on-site visitation to selected sites.

These data tend to indicate that the RCU has had moderate to substantial impact of the research and/or exemplary projects that it funded.

DPI

The data to answer this question for the DPI was, again, collected by use of a mailed questionnaire. On-site visitations were also made to selected projects.

Approximately one-half of the projects that were reported indicated that the duration of the project was less than one year in duration, approximately one-fifth the projects reported were of one to two years in duration, another one-fifth were of three years or more in duration, and the remainder, approximately 10 percent, were of two to three years in duration. Of the projects reported, approximately two-thirds were reported to have continued after funding by the DPI terminated and nearly 90 percent of the products were reported to still be in use.

Less than one-half of the respondents reported utilizing external evaluations of their efforts and one-half of the respondents indicated that their objectives had been fully met. Over ten (10) percent of the projects reported that no evaluation was performed.

The principal dissemination method reported by respondents were final reports, in-service training and private communications. The principal recipients of these dissemination efforts were school personnel in their own district, school personnel in other districts, state department personnel in Wisconsin, and University personnel in Wisconsin. However, the on-site visitation to selected schools revealed little knowledge of research and/or exemplary projects outside of the individual project location. The project director perceived moderate attitudes and performance of participants in the research and/or exemplary projects.

Although the respondents indicated a high degree of involvement of other schools with the research and/or exemplary projects, the selected on-site visitation did not reveal this same pattern.

The data collected tend to indicate that the DPI sponsored research and exemplary projects funded during the period January 1, 1970 to June 30, 1973 had at least moderate and possibly substantial impact.

> Question 2: To what degree do the RCU and DPI assist participating educational institutions and agencies in preparing for and implementing change through research and exemplary activities?

RCU

Respondents were asked to indicate both the general and specific sources of ideas for initiating projects. The general sources indicated most often were school personnel—your district, journal articles, school personnel—other districts and ERIC (Educational Resources Information Center). Other sources mentioned included university colleagues in Wisconsin and RCU staff personnel. Specific sources indicated most often included: school personnel—your district, school personnel—other districts, other State Board staff and RCU staff personnel.

Although not the most important source of information about ideas for initiating projects, respondents clearly indicated that the RCU was a viable source of information on projects.

The RCU was perceived as having established priorities for proposals, relatively clear procedures and guidelines, a supplier of ERIC materials, and a role as consultative assistance. However, it did not appear that the respondents perceived the RCU as a publicizer, disseminator or promotor of research and/or exemplary projects that had received funds.

The data analyzed in response to Question 2 tend to indicate that the basic process of receiving, processing and assisting research and/or exemplary activities is satisfactory. However it does appear that respondents were not as well satisfied with the dissemination efforts of the RCU.

DPI

The data to answer this question for the DPI was obtained from the questionnaires returned from districts who had research and/or exemplary projects funded. The three main sources of general ideas for initiating projects included: school personnel—your district, university colleagues in Wisconsin, and DPI personnel. The two specific sources of ideas for initiating projects mentioned most often were university colleagues in Wisconsin and DPI personnel.

The data tended to indicate that the DPI serves as an important source of information for project ideas, and that the DPI does a credible job of providing consultative assistance and establishing guidelines for conducting projects. Areas where there are possibilities for improvement include: awareness of ERIC services to local schools, publicity, promotion, and dissemination of project ideas to other schools.

> Question 3: What is the degree of impact on occupational education and organizational and administrative procedures in Wisconsin and individual districts as a result of RCU research and exemplary activities?

Data to answer this question were collected from VTAE district and research directors and from selected individuals from the staff of WBVTAE. These individuals were asked to rate the degree to which each of the eight (8) objectives of the RCU had been met. Three objectives were related as being moderately to highly met. These objectives included: (1) Identify and maintain an inventory of available occupational research and development resources in light of anticipated needs and programs within the state; (2) Disseminate information on the progress and application of the results of occupational education research; and (3) Stimulate and encourage occupational education research and development activities in state departments, local school districts, colleges and universities, and non-profit organizations. The remaining five (5) objectives were rated as being slighly to moderately met. These objectives included: (1) Coordinate occupational research activities conducted within the state, and further, coordinate such research activities with those being conducted outside the state; (2) Stimulate activities which will result in increased interest and improved competence in research such as encouraging pre-service and in-service training of occupational researchers; (3) Participate in the development, monitoring or conduct, as appropriate, of occupational research and development resources in light of anticipated needs and programs within the state; (4) Identify issues and problems relating to the nature and place of vocational education in the state school system, and determining the contributions which occupational research and development could make in resolving them; and (5) Survey available data on employment opportunities, emerging occupational trends and future job projections as a base for planning vocational programs within the state.

The VTAE research and district directors and selected WBVTAE staff were also asked to rate the impact of categories of research and exemplary projects in Wisconsin and, when appropriate, in their district. Overall, impact was rated higher for Wisconsin than in district. Additionally, the curriculum research project categories was rated higher impact by the respondents than the remaining research categories. Finally, the special project exemplary category was rated higher impact by the respondents than the remaining exemplary categories.

In summary, the respondents (VTAE research and district directors and selected WBVTAE staff members) indicated that the impact of the RCU has had moderate impact on occupational education in Wisconsin. Furthermore, of the type of research and exemplary projects funded, curriculum and special projects tended to be viewed as generating the highest degree of impact. Finally, it appears that WBVTAE may need to examine the present objectives of the RCU for future efforts if these objectives are still relevant and meaningful at this time.

Question 4: What are the patterns of monetary support for RCU and DPI sponsored research and exemplary projects?

Patterns of monetary support were determined by analyzing sources of project funds and the fiscal periods in which these funds were expended. The data was obtained from questionnaires submitted by agencies with funded research and exemplary projects from January 1, 1966 to June 30, 1973.

RCU

There has been a general trend toward increased reliance on federal funds through the State Board. This amount increased from approximately two-thirds in 1968 to nearly 80 percent in 1973.

A corresponding decrease in local funds occurred during this time. Very few other sources of funds were identified.

Projects of multiple year funding were also examined. This examination also tended to indicate a small but noticeable increased reliance upon federal funds as the number of years a project operated increased.

It would appear from these data that agencies are becoming more dependent upon federal funds to conduct research and/or exemplary projects. The RCU may wish to examine the amount of local contribution required, particularly if schools are to be encouraged to adopt products produced by these efforts. This would be especially true of efforts conducted over a two or three year period.

DPI

Very little consistency in funding pattern by fiscal year was observed for projects funded by the DPI. However, agencies did report approximately 27 percent of their funds from business and industry in one fiscal period.

The percentage of funds by source for each year of the project indicates a decreasing use of federal research and exemplary funds through the DPI. However, there was a tendency to increase their support from other federal sources.

The data tends to indicate a decreasing dependency on funds from the DPI and a corresponding increasing dependency on funds from other sources. This would seem to be advantageous if schools are to continue utilization of the products, processes, or products once financial support from the DPI is discontinued.

Question 5: Is the approval process for proposed research and exemplary activities utilized by the RCU and DPI adequate?

Information to answer this question was obtained from personal interviews with the appropriate personnel in the RCU and the DPI. Additional information was obtained from printed material produced by each agency. Finally, personnel associated with funded projects were interviewed for their reactions to the process.

RCU

The RCU has a well documented procedure for reviewing and approving proposals that it receives. However, the review process is conducted by and solely dependent upon WBVTAE personnel. The review process seems to function fairly well. However, it does appear that the review committee might benefit from additional membership of non-WBVTAE personnel. It also appears that ratings of these proposals should be independent and the ratings of other review team members should not be seen.

One of the major criticisms of persons associated with on-going research and exemplary pro-

jects was the short time frame from the time of approval until the end of the fiscal year. Little improvement in this area will be possible until the Congress changes its approval and appropriation of federal funds process. Forward funding would be one way that Congress could utilize to minimize the problem of short time frames. However, the RCU can do little to change this problem at this time. The RCU, however, might publicize the reason for short time frames more explicitly.

DPI

The review and approval process for the DPI were not clearly established and documented. A change in personnel responsible for research and exemplary projects has occurred and the procedures and guidelines were being established at the time of this review. It is anticipated that the development of procedures and guidelines will enable agencies that wish to submit proposals to understand this process. Recommendations for this process will be found in a later portion of this chapter. Consideration should also be given to the type of review process currently in use by the RCU.

RECOMMENDATIONS

1. WBVTAE and DPI leadership should determine their respective levels of commitment to research and exemplary projects. High levels of commitment with the expectations of high levels of impact require adequate staffing. Currently, staffing levels in both the RCU and DPI are inadequate to insure high levels of impact.

2. The objectives of the RCU have not been amended in some time. The RCU staff should reexamine these objectives to insure that they are still viable. Data from research question 3 could serve as a point of departure. The DPI does not presently have a set of explicit operating objectives. The DPI staff should develop a set of operational objectives congruent with its mission.

3. Both the RCU and DPI should develop a set of explicit annual priorities for research and exemplary projects. These priorities should reflect the needs and requirements of the State of Wisconsin.

4. The project approval process used by the RCU should be restructured. First, RCU project priorities must be considered in the initial stage of this process. Second, non-WBVTAE representation on the review committee is desirable. An outside member could provide fresh viewpoints that are not presently considered. Third, a blind review procedure should be used; that is, each committee member should review each proposal independent of the other evaluations. The DPI should develop an explicit project approval process of its own. The procedures and instrumentation used by the RCU should provide a significant point of departure.

5. The RCU and DPI should consider funding a smaller number of higher impact projects. In addition, these agencies should implement a small grants program for lower priority in-district issues.

6. Both the RCU and DPI should implement policies to increase the level of local, business and industry, and foundation funding for research and exemplary projects. For example, these policies could require that all multi-year project proposals must include plans to investigate alternative funding sources.

7. It was clear from the results of this project that the RCU and DPI should increase their efforts in disseminating pre-project and post-project information. Both agencies should publicize research priorities in newsletters, the amount of funds available, and the results of completed projects. In addition, these efforts should include a mechanism to inform districts of the reasons for funding delays. For example, the CVE research team found several instances in which a project was approved but the actual funding was delayed. In these instances, it seemed that the principal reason for the delay was in the appropriation of funds by the federal government. District and school personnel should be informed of the correct reasons for these delays.

8. RCU and DPI staff personnel should attempt to monitor projects more closely. This does not imply that project personnel should be watched. Rather, closer monitoring is necessary if RCU and DPI personnel are to meet the legitimate needs of project personnel.

9. The RCU and DPI should encourage both internal and external evaluations of projects. Certainly, thorough evaluations should be required for all high priority, multi-year efforts.

10. From personal interviews with district and school personnel, it was clear that little distinction is made between research and exemplary projects. Accordingly, the RCU and DPI should create more awareness of the difference between these efforts for applicants and other potentially interested parties.

APPENDIX A

Evaluation Design

Question 1: What has been the impact of research and exemplary activities funded by the Wisconsin RCU and DPI during the period January 1, 1966 to June 30, 1973?

Evaluation Design for Question 1

	Type of Information		Indicators
1.	Project	1.1	Duration of project with SB funding
		1.2	Percentage of people evaluated per group
		1.3	Nature of project evaluation
		1.4	Duration of project after SB funding was terminated
		1.5	Results of evaluation
		1.6	Utilization of output of project
		1.7	Dissemination of results of project
2.	Student	2.1	Number involved
		2.2	Grade level
		2.3	Project performance data
		2.4	Attitudes toward project
		*2.5	Perceptions of meaningfulness of project
		*2.6	Communications with others about project
		*2.7	Perception of attitudes of other students about project

* Used for RCU sponsored projects only.

Type of Information		Indicators
3. Teachers	3.1	Number involved
	3.2	Project performance data
	3.3	Attitudes toward project
	*3.4	Perceptions of meaningfulness of project for students
	*3.5	Communication with others about project
	*3.6	Perceptions of attitudes of other teachers about project
4. Other Personnel (e.g., guidance counselors, other school personnel, other non-school personnel	4.1	Number involved
	4.2	Project performance data
	4.3	Attitudes toward project
5. Institutional	5.1	Number non-VTAE schools participating
	5.2	Degree of involvement of in-district schools
	5.3	Degree of involvement of out of district schools.

* Used for RCU sponsored projects only.

Question 2: To what degree does the RCU and DPI assist participating educational institutions and agencies in preparing for and implementing change through research and exemplary activities?

Evaluation Design for Question 2

	Kind of Data		Type of Questions
1.	Project Activities/Assistance	1.1	Did State Board establish priorities for type of proposal it would accept?
		1.2	Was consultative assistance provided by RCU/DPI staff?
		1.3	Were WBVTAE expenditure guidelines for this project clear?
		1.4	Were ERIC services sought or requested for this project?
		1.5	Were any other consultative services utilized?
2.	Post-project Activities/Assistance	2.1	Was a final descriptive report prepared?
		2.2	Was copy of final report provided to RCU?
		2.3	Did RCU/DPI publicize results of this project?
		2.4	Did RCU/DPI encourage other districts to develop similar projects?
		2.5	Did RCU/DPI encourage your district to develop similar project?

Question 3: What is the degree of impact on occupational education and organizational and administrative procedures in Wisconsin and individual districts as a result of RCU research and exemplary activities?

Evaluation Design for Question 3

Categories of Exemplary Projects	Degree of Impact in Wisconsin	Degree of Impact in Your District

Categories of Research Projects	Degree of Impact in Wisconsin	Degree of Impact in Your District

Question 4: What are the patterns of monetary support for RCU and DPI sponsored research and exemplary projects?

Evaluation Design for Question 4

Source of Funds	Jan. 1, 1966 June 30, 1966	July 1, 1966 June 30, 1967	July 1, 1967 June 30, 1968	July 1, 1968 June 30, 1969	July 1, 1969 June 30, 1970	July 1, 1970 June 30, 1971	July 1, 1971 June 30, 1972	July 1, 1972 June 30, 1973
1. Federal								
a. Through the State Board								
b. Other Federal Sources								
2. State								
3. Local								
4. Foundation								
5. Business/ Industry								
6. Other Sources								

Question 5: Is the approval process for proposed research and exemplary activities used by the RCU and DPI adequate?

Evaluation Design for Question 5

	Procedure	Characteristics to be Assessed
1.	Proposal Submission	1.1 Were priorities for projects established?
		1.2 How was the availability of funds announced?
		1.3 Who were sent the announcements regarding availability of funds?
2.	Proposal Review	2.1 Who was involved in the review process?
		2.2 What criteria were established?
		2.3 How was the review process conducted?
3.	Proposal Funding	3.1 How were the recipients of funds announced?
		3.2 How were the unsuccessful proposers informed?
		3.3 What regulations were sent to recipients on the use of these funds?

APPENDIX B

Instruments

IMPACT ASSESSMENT QUESTIONNAIRE

All items in this questionnaire refer to the following project:

_____

_____

Please read each item carefully and attempt to make your responses as accurate as possible. Please return the completed questionnaire in the accompanying envelope.

1. What was your specific role in this project? (check one)

___ Project Coordinator
___ Project Director
___ District Research Coordinator
___ Other _____ (specify)

2. What was the actual duration of the State Board funded portion of this project? (check one)

___ Less than six months
___ Six months but less than one year
___ One year but less than two years
___ Two years but less than three years
___ Three years or more

3. Please indicate the actual number of individuals in the following groups, including the project director or coordinator, that participated in this project. Place a zero (0) on the line when no individuals in that category were involved.

___ Students
___ Teachers
___ Guidance personnel and counselors
___ Other school personnel (e.g., administrators, librarians, etc.)
___ Other non-school personnel (e.g., parents, businessmen, etc.)

4. Please check the ONE statement that most nearly reflects your perception of the overall performance (e.g., gains in skills, knowledge, etc.) for each group in this project.

Performance was:	Students	Teachers	Guidance Counselors	Other School Personnel	Other Non-School Personnel
1. not assessed					
2. not as good as expected					
3. about what was expected					
4. a little better than expected					
5. much better than expected					

5. Approximately what percentage of the individuals in these groups were evaluated? (Indicate a numerical percentage for each group.)

	Percentage of Each Group Evaluated
Students	_____%
Teachers	_____%
Guidance personnel and counselors	_____%
Other school personnel	_____%
Other non-school personnel	_____%

6. Please check the ONE statement that most nearly reflects your perception of the overall attitude (e.g., feelings) of each participant group toward this project.

Most participants:	Students	Teachers	Guidance Counselors	Other School Personnel	Other Non-School Personnel
1. were not assessed					
2. had unfavorable attitudes toward this project					
3. had no strong feelings toward this project					
4. had moderately favorable attitudes toward this project					
5. had very favorable attitudes toward this project					

7. Please respond to the following questions about student participation in this project. If no students were involved, please skip to question #8.

   a. Indicate the actual number of participants in each of the principal targeted student populations for this project.

   _____Regular _____Disadvantaged _____Handicapped

   b. Indicate the actual number of students in each of the following grade levels.

   _____Elementary (K-8) _____Post-Secondary (13-14)
   _____Secondary (9-12) _____Adult

8. Please respond to the following questions about the operation of this funded project.

   a. How many non-VTAE schools in your district participated in this project? (indicate number)

   _____ non-VTAE schools

   b. If research or exemplary funding has been terminated by the State Board, does the project still continue? (check one)

   _____Yes _____No

   c. How long did this project continue after State Board research or exemplary funding was terminated? (indicate months)

   _____ months

   d. What was the nature of the evaluation of this project? (check one)

   ____ Internal only (e.g., performed by personnel in your organization)
   ____ External only (e.g., performed by personnel outside your organization)
   ____ Both internal and external evaluations were performed
   ____ No evaluation was performed.

   e. What were the overall results of this evaluation? (check one)

   ____ Original objectives were fully met
   ____ Original objectives were partially met
   ____ Original objectives were not met

   f. If products (e.g., handbook, curricula, audio-visual aids, etc.) were developed as a result of this project, are these products still in use in some form in your district? (check one)

   ____Yes ____No ____Not Applicable

   g. If a process or procedure (e.g., administrative procedure, instructional process, evaluation process, etc.) was developed, is this still in operation in your district? (check one)

   ____Yes ____No ____Not Applicable

h. If this project was a research project, are the findings or products currently being utilized:

in your district?

___Yes ___No ___Not Applicable

in other districts in Wisconsin?

___Yes ___No ___Not Applicable

9. Please respond to the following questions about the dissemination of the results of this project.

a. How were the results of this project disseminated? (check as many as required)

___ final report
___ in-service training
___ publications (books or articles)
___ newsletters
___ speeches and papers
___ unpublished working papers
___ private communication with colleagues
___ other _____ (specify)

b. To whom were these results disseminated? (check as many as required)

___ Education personnel in your district
___ Education personnel in other districts in Wisconsin
___ Education personnel outside Wisconsin
___ University personnel in Wisconsin
___ University personnel outside Wisconsin
___ State Department personnel in Wisconsin
___ State Department personnel outside Wisconsin
___ Other (specify) _____

c. The following activities indicate degrees of involvement of schools in your district and schools outside your district who were not involved in this project. Indicate the number of schools (both in-district and out of district) that evidenced each degree of involvement.

	In-District Non-Participating Schools	Out of District Schools
-- Visited your project		
-- Expressed interest in your project		
-- Used or implemented product or process developed in your project on a trial basis (1 year or less)		
--Used or implemented product or process developed in your project on a regular basis (more than 1 year)		

d. Please attach a list of the in-district and out of district schools that participated in any of these activities (see 9c).

10. What sources of ideas do you use for planning or initiating research studies and exemplary projects in general and which single source was used for this project?

General Sources (check as many as required)	Specific Source for this Project (check one only)	
		- Journal articles
		- School personnel in your district
		- School personnel in other districts
		- Out of state school personnel
		- Professional colleagues in Wisconsin colleges and universities
		- Professional colleagues in out of state colleges and universities
		- RCU staff personnel
		- Other state board staff personnel
		- Quarterly and semi-annual RCU reports
		- RCU memoranda
		- RCU newsletters (Bits About Research)
		- Other state board publications
		- ERIC
		- NTIS
		- Other (specify) _____

11. Did the State Board establish priorities for the type of proposal it would accept for research and/or exemplary projects?

___Yes ___No ___Don't Know

12. Was consultative assistance provided by the RCU research staff or other state staff in developing this proposal?

___Yes ___No ___Don't Know

13. Were WBVTAE expenditure guidelines for this project clear?

___Yes ___No ___Don't Know

14. Were ERIC (Educational Resources Information Center) services sought or requested for this project?

___Yes ___No ___Don't Know

a. If yes, were ERIC services made available to your project by the RCU?

___Yes ___No ___Don't Know

15. Were any other consultant services by outside agencies utilized by this project?

___Yes ___No ___Don't Know

a. If yes, please specify the nature of these services.

_____

_____

16. Was a final descriptive report prepared for this project?

___Yes ___No ___Don't Know

17. Was a copy of the final descriptive report provided to the RCU?

___Yes ___No ___Don't Know

18. Did the RCU publicize the results of this project?

___Yes ___No ___Don't Know

19. To your knowledge, did the RCU encourage other districts to develop projects similar to this one?

___Yes ___No ___Don't Know

20. Did the RCU encourage your district to develop projects similar to this one?

___Yes ___No ___Don't Know

a. If yes, did you do so?

___Yes ___No ___Don't Know

21. Please check the one phrase that most nearly reflects your degree of satisfaction with the State Board approval process for this project.

___Extremely satisfied with approval process
___Moderately satisfied with approval process
___Slightly satisfied with approval process
___Dissatisfied with approval process

22. Please list any suggestions you may have for improving the State Board approval process.

_____

_____

_____

23. What suggestions would you offer to the RCU or State Board VTAE staff that might assist educational agencies in the conduct of research or exemplary projects?

_____

_____

_____

24. Please attach a summary (2 page maximum) of the results of the evaluation of this project. Do not attach a copy of the final report.

25. Finally, in reference to Question 8, parts c, d, e, f, and g, indicate briefly what you believe has been the major impact of this project.

_____

_____

Project Title and Number _____

The purpose of this chart is to ascertain long term impact of secondary monies provided by the Federal Government. Continuance of this or similar activities after the funded project should also be included. Please indicate the actual dollar amount of funds provided by federal, state, local, foundation, business/industry, or other sources for each fiscal year of this project. Disregard any fiscal year in which this project was not in operation.

Source of Funds	Jan. 1, 1966 - June 30, 1966	July 1, 1966 - June 30, 1967	July 1, 1967 - June 30, 1968	July 1, 1968 - June 30, 1969	July 1, 1969 - June 30, 1970	July 1, 1970 - June 30, 1971	July 1, 1971 - June 30, 1972	July 1, 1972 - June 30, 1973
1. Federal								
a. Through the State Board								
b. Other Federal Sources								
(specify source)								
2. State								
3. Local								
4. Foundation								
5. Business/Industry								
6. Other Sources								
(specify source)								

IMPACT ASSESSMENT QUESTIONNAIRE

All of the items in this questionnaire refer to the following project:

_____

_____

Please read each item carefully and attempt to make your responses as accurate as possible. Please return the completed questionnaire in the accompanying envelope.

1. What was the actual duration of this project? (check one)

____ Less than six months
____ Six months but less than one year
____ One year but less than two years
____ Two years but less than three years
____ Three years or more

2. Please indicate the actual number of individuals in the following groups that participated in this project. Place a zero (0) on the blank if no individuals in this category were involved.

____ Students
____ Teachers
____ Guidance personnel and counselors
____ Local Vocational Education Coordinators
____ Other School Personnel (e.g., administrators, librarians, etc.)
____ Other Non-school Personnel (e.g., parents, businessmen, etc.)

3. Please check the ONE statement that most nearly reflects your perception of the overall performance (e.g., gains in skills, knowledge, etc.) for each group in this project.

Performance was:	Students	Teachers	Guidance Counselors	Local Vocational Education Coordinators	Other School Personnel	Other Non-school Personnel
1. not assessed						
2. not as good as expected						
3. about what was expected						
4. a little better than expected						
5. much better than expected						

4. Approximately what percentage of the individuals in these groups were evaluated? (Indicate a numerical percentage for each group)

	Percentage of Each Group Evaluated
Students	
Teachers	
Guidance personnel and counselors	
Local vocational education coordinators	
Other school personnel	
Other non-school personnel	

5. Please check the ONE statement that most nearly reflects your perception of the overall attitudes (e.g., feelings) of each participant group toward this project.

Most participants:	Students	Teachers	Guidance Counselors	Local Vocational Education Coordinators	Other School Personnel	Other Non-school Personnel
1. were not assessed						
2. had unfavorable attitudes toward this project						
3. had no strong feelings toward this project						
4. had moderately favorable attitudes toward this project						
5. had very favorable attitudes toward this project						

6. Please respond to the following questions about student participation in this project. If no students were involved, please skip to question 7.

   a. Indicate the actual number of participants in each of the principal targeted student populations for this project.

   ____ Regular ____ Disadvantaged ____ Handicapped

   b. Indicate the actual number of students in each of the following grade levels.

   _____ K - 3
   _____ 4 - 6
   _____ 7 - 8
   _____ 9
   _____ 10
   _____ 11
   _____ 12

7. Please respond to the following questions about the operation of this funded project.

   a. If funding has been terminated by the State Department, does the project still continue? (check one)

   ____ Yes
   ____ No

   b. What was the nature of the evaluation of this project? (check one)

   ____ Internal only (e.g., performed by personnel in your organization)
   ____ External only (e.g., performed by personnel outside your organization)
   ____ Both internal and external evaluations were performed.
   ____ No evaluation was performed.

   c. What were the overall results of this evaluation? (check one)

   ____ Original objectives were fully met.
   ____ Original objectives were partially met.
   ____ Original objectives were not met.

   d. If products (e.g., handbook, curricula, audio-visual aids, etc.) were developed as a result of this project, are these products still in use in some form? (check one)

   ____ Yes
   ____ No
   ____ Not Applicable

   e. If a process or procedure (e.g., administrative procedure, instructional process, evaluation procedure, etc.) was developed, is this process or procedure still in use?

   ____ Yes
   ____ No
   ____ Not Applicable

8. Please respond to the following questions about the dissemination of the results of this project.

a. How were the results of this project disseminated? (check as many as required)

___ final report
___ in-service training
___ publications (books or articles)
___ newsletters
___ speeches and papers
___ unpublished working papers
___ private communication with colleagues
___ other _____
(specify)

b. To whom were these results disseminated? (check as many as required)

___ School personnel in your district
___ School personnel in other districts
___ School personnel outside Wisconsin
___ University personnel in Wisconsin
___ University personnel outside Wisconsin
___ State Department personnel in Wisconsin
___ State Department personnel outside Wisconsin
___ Other (specify) _____

c. The following activities indicate degrees of involvement in this project. To the best of your knowledge, indicate the number of schools that evidenced each degree of involvement with this project.

Degree of Involvement	Number of Schools
- Visited your project	
- Expressed interest in your project	
- Used product or process developed in your project on an experimental basis	
- Used product or process developed in your project on a regular basis	

d. Please list the schools that participated in any of these activities.

_____ _____

_____

_____

9. What sources of ideas do you use for planning or initiating research studies in general and which single source was used for this project?

	General Sources (check as many as required)	Specific Source for This Project (check one only)
Journal articles		
School personnel in your district		
School personnel in other districts		
Out of state school personnel		
Professional colleagues in Wisconsin colleges and universities		
Professional colleagues in out of state colleges and universities		
DPI Personnel		
DPI memoranda		
DPI Newsletters		
Other _____ (specify)		

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10. Did the State Department establish priorities for the type of proposal it would accept for research and/or exemplary projects? ___ Yes ___ No ___ Don't Know

11. Was consultative assistance provided by the State Department research staff in developing this proposal? ___ Yes ___ No ___ Don't Know

12. Were State Department guidelines for project expenditures clear? ___ Yes ___ No ___ Don't Know

13. Were ERIC (Educational Resources Information Center) services sought or requested for your project? ___ Yes ___ No ___ Don't Know

14. Were ERIC services made available to your project by the State Department? ___ Yes ___ No ___ Don't Know

15. Were any other consultant services by outside agencies utilized by this project? ___ Yes ___ No ___ Don't Know

a. If yes, please specify the nature of these services.

_____

_____

16. Was a final descriptive report prepared for this project? ___ Yes ___ No ___ Don't Know

17. Was a copy of the final descriptive report provided to the State Department? ___ Yes ___ No ___ Don't Know

18. Did the State Department publicize the results of this project? ___ Yes ___ No ___ Don't Know

19. To your knowledge, did the State Department encourage other districts to develop projects similar to this one? ___ Yes ___ No ___ Don't Know

20. Did the State Department encourage your district to develop projects similar to this one? ___ Yes ___ No ___ Don't Know

If yes, did you do so? ___ Yes ___ No ___ Don't Know

21. Please check the one phrase that most nearly reflects your degree of satisfaction with the approval process for this project.

___ Extremely satisfied with approval process.
___ Moderately satisfied with approval process.
___ Slightly satisfied with approval process.
___ Dissatisfied with approval process.

22. Please list any suggestions you may have for improving the State Department approval process.

_____

_____

23. What suggestions would you offer to the State Department that might assist educational agencies in the conduct of research and/or exemplary projects?

_____

_____

24. Please attach a summary (2 page maximum) of the results of the evaluation of this project. Do not attach a copy of the final report.

25. Finally, in reference to Question 7, parts b, c, d, and e, indicate briefly what you believe has been the major impact of this project.

_____

_____

Project Title and Number _____

The purpose of this chart is to ascertain long term impact of secondary monies provided by the Federal Government. Continuance of this or similar activities after the funded project should also be included. Please indicate the actual dollar amount of funds provided by federal, state, local, foundation, business/industry, or other sources for each fiscal year of this project. Disregard any fiscal year in which this project was not in operation.

Source of Funds	Jan. 1, 1966 - June 30, 1966	July 1, 1966 - June 30, 1967	July 1, 1967 - June 30, 1968	July 1, 1968 - June 30, 1969	July 1, 1969 - June 30, 1970	July 1, 1970 - June 30, 1971	July 1, 1971 - June 30, 1972	July 1, 1972 - June 30, 1973
1. Federal								
a. Through the State Board								
b. Other Federal Sources								
_____ (specify source)								
2. State								
3. Local								
4. Foundation								
5. Business/Industry								
6. Other Sources								
_____ (specify source)								

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION

Phone (614) 486-3655

THE OHIO STATE UNIVERSITY
1960 KENNY ROAD
COLUMBUS, OHIO 43210

STUDENT PARTICIPATION QUESTIONNAIRE

Certain area vocational and technical education districts have developed experimental and pilot project or activity in which students have participated. This questionnaire is designed to collect information from students who have participated in activities of this type. If you have participated in more than one project, please inform the person who is administering this questionnaire. Please read each item carefully and make your response as frankly and accurately as possible.

1. Please indicate the general nature of this project.

_____

_____

_____

2. Please indicate the degree to which this project helped you in the following areas:

	Inappropriate	No Help At All						Helped a Great Deal
a. motivation to stay in school	____	____	____	____	____	____	____	____
b. familiarity with occupations	____	____	____	____	____	____	____	____
c. counseling and guidance on occupations	____	____	____	____	____	____	____	____
d. improved job skills	____	____	____	____	____	____	____	____
e. experiences on a "real job"	____	____	____	____	____	____	____	____
f. placement in full-time employment	____	____	____	____	____	____	____	____
g. financial assistance for educational expenses	____	____	____	____	____	____	____	____
h. assistance in obtaining a job	____	____	____	____	____	____	____	____
i. assistance in selecting a job	____	____	____	____	____	____	____	____
j. other (specify) _____	____	____	____	____	____	____	____	____

3. Please indicate the approximate number of people in each of the following groups that you have talked to about this project. Place a zero (0) on the blank if you talked to no individuals in that group.

- Teachers in your school (not involved in this project) _____
- Teachers in other schools _____
- Students in your school (not involved in this project) _____
- Students in other schools _____
- Business personnel in your community _____
- Parents and relatives _____
- Co-workers (if you are presently working) _____
- Other (specify) _____ _____

4. Would you say that the substance of your comments to these groups were: (1) extremely favorable, (2) moderately favorable, (3) slightly favorable, (4) neutral, or (5) unfavorable toward this project? Please check the appropriate response for each group that you talked to about this project.

	Unfavorable	Neutral	Slightly Favorable	Moderately Favorable	Extremely Favorable
- Teachers in your school (not involved in this project)	—	—	—	—	—
- Teachers in other schools	—	—	—	—	—
- Students in your school (not involved in this project)	—	—	—	—	—
- Students in other schools	—	—	—	—	—
- Business personnel in your community	—	—	—	—	—
- Parents and relatives	—	—	—	—	—
- Co-workers (if you are presently working)	—	—	—	—	—
- Other (specify) _____	—	—	—	—	—

5. Six sets of contrasting adjectives are listed below. Seven blanks separate each set of adjectives. For each set, place a check on the blank that most closely represents:

a. your feelings toward this project.

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
1. Meaningful								Meaningless
2. Helpful	—	—	—	—	—	—	—	Not helpful
3. Pleasant	—	—	—	—	—	—	—	Unpleasant
4. Interesting	—	—	—	—	—	—	—	Boring
5. Valuable	—	—	—	—	—	—	—	Worthless
6. Unimportant	—	—	—	—	—	—	—	Important

b. your perception of the feelings of other participating students toward this project.

1.	Meaningless	___	___	___	___	___	___	___	Meaningful
2.	Not helpful	___	___	___	___	___	___	___	Helpful
3.	Pleasant	___	___	___	___	___	___	___	Unpleasant
4.	Interesting	___	___	___	___	___	___	___	Boring
5.	Worthless	___	___	___	___	___	___	___	Valuable
6.	Unimportant	___	___	___	___	___	___	___	Important

6. What do you think was the purpose, or purposes, of this project?

_____

_____

_____

_____

a. In your opinion was this project successful? ___ Yes ___ No ___ I don't know.

b. Why or why not? _____

_____

_____

7. What do you remember most about this project?

_____

_____

_____

_____

_____

_____

8. What did you like most and like least about this project?

LIKED MOST: _____

_____

_____

_____

_____

LIKED LEAST: _____

_____

_____

_____

_____

9. Do you feel that this project helped you in any way?

___ Yes ___ No

If yes, how? _____

10. Do you have any suggestions about how future projects of this type could be improved?

11. Please feel free to indicate any other comments you may have about this project.

THANK YOU FOR YOUR COOPERATION

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION

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1960 KENNY ROAD
COLUMBUS, OHIO 43210

TEACHER PARTICIPATION QUESTIONNAIRE

Certain area vocational and technical education districts have developed experimental and pilot project or activity in which teachers have participated. This questionnaire is designed to collect information from teachers who have participated in activities of this type. If you have participated in more than one project, please inform the person who is administering this questionnaire. Please read each item carefully and make your response as frankly and accurately as possible.

1. Please indicate the general nature of this project.

_____

_____

_____

2. Please indicate the degree to which this project helped students in the following areas:

	Inappropriate	No Help at All						Helped a Great Deal
a. motivation to stay in school	___	___	___	___	___	___	___	___
b. familiarity with occupations	___	___	___	___	___	___	___	___
c. counseling and guidance on occupations	___	___	___	___	___	___	___	___
d. improved job skills	___	___	___	___	___	___	___	___
e. experiences on a "real job"	___	___	___	___	___	___	___	___
f. placement in full-time employment	___	___	___	___	___	___	___	___
g. financial assistance for educational expenses	___	___	___	___	___	___	___	___
h. assistance in obtaining a job	___	___	___	___	___	___	___	___
i. assistance in selecting a job	___	___	___	___	___	___	___	___
j. other (specify) _____	___	___	___	___	___	___	___	___

3. Please indicate the approximate number of people in each of the following groups that you have talked to about this project. Place a zero (0) on the blank if you talked to no individuals in that group.

-- Teachers in your school (not involved in this project) _____

-- Teachers in other schools _____

-- Students in your school (not involved in this project) _____

-- Students in other schools _____

-- Business personnel in your community _____

-- College or university personnel in Wisconsin _____

-- College or university personnel outside Wisconsin _____

-- State department personnel _____

-- Other _____ _____
(specify)

4. Would you say that the substance of your comments to these groups were: (1) extremely favorable, (2) moderately favorable, (3) slightly favorable, (4) neutral, or (5) unfavorable toward this project? Please check the appropriate response for each group that you talked to about this project.

	Unfavorable	Neutral	Slightly Favorable	Moderately Favorable	Extremely Favorable
-- Teachers in your school (not involved in this project)					
-- Teachers in other schools					
-- Students in your school (not involved in this project)					
-- Students in other schools					
-- Business personnel in your community					
-- College or university personnel in Wisconsin					
-- College or university personnel outside Wisconsin					
-- State department personnel					
-- Other _____ (specify)					

5. Six sets of contrasting adjectives are listed below. Seven blanks separate each set of adjectives. For each set, place a check on the blank that most closely represents:

a. your feelings toward this project.

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
1. Meaningful								Meaningless
2. Helpful								Not helpful
3. Pleasant								Unpleasant
4. Interesting								Boring
5. Valuable								Worthless
6. Unimportant								Important

b. your perception of the feelings of other participating teachers toward this project.

1. Meaningless	___ ___ ___ ___ ___ ___ ___	Meaningful
2. Not helpful	___ ___ ___ ___ ___ ___ ___	Helpful
3. Pleasant	___ ___ ___ ___ ___ ___ ___	Unpleasant
4. Interesting	___ ___ ___ ___ ___ ___ ___	Boring
5. Worthless	___ ___ ___ ___ ___ ___ ___	Valuable
6. Unimportant	___ ___ ___ ___ ___ ___ ___	Important

6. What do you think was the purpose, or purposes, of this project?

_____

_____

_____

_____

a. In your opinion was this project successful? ____Yes _____No _____I don't know

b. Why or why not? _____

_____

_____

7. What do you remember most about this project?

_____

_____

_____

_____

_____

_____

8. What did you like most and like least about this project?

LIKED MOST: _____

_____

_____

_____

_____

LIKED LEAST: _____

_____

_____

_____

_____

9. Do you feel that this project helped you in any way?

_____Yes _____No

If yes, how? _____

10. Do you feel that this project helped students in any way?

_____Yes _____No

If yes, how? _____

11. Do you have any suggestions about how future projects of this type could be improved?

12. Please feel free to indicate any other comments you may have about this project.

THANK YOU FOR YOUR COOPERATION

IMPACT ASSESSMENT OF WISCONSIN RESEARCH COORDINATING UNIT

DISTRICT DIRECTOR AND RESEARCH DIRECTOR QUESTIONNAIRE

We are interested in assessing the perceptions of District Directors and Research Directors toward research and exemplary projects conducted in this district. Therefore, it is important that these instruments be completed separately. Items in this questionnaire refer to research and exemplary projects conducted in your district during the period January 1, 1966 through June 30, 1973 and the activities of the RCU during that period. Please read each item carefully and attempt to make your responses as accurate as possible.

The objectives of the Wisconsin RCU are listed below. Please indicate the degree to which you believe these objectives listed below have been met by the RCU. (check one response for each objective)

Wisconsin RCU Objectives (not prioritized)	Not at All	Slightly	Moderately	Highly
a. Stimulate and encourage occupational education research and development activities in state departments, local school districts, colleges and universities, and nonprofit organizations.				
b. Coordinate occupational research activities conducted within the state, and further, coordinate such research activities with those being conducted outside the state.				
c. Disseminate information on the progress and applications of the results of occupational education research.				
d. Stimulate activities which will result in increased interest and improved competence in research such as encouraging pre-service and in-service training of occupational researchers.				
e. Participate in the development, monitoring or conduct, as appropriate, of occupational research and development resources in light of anticipated needs and programs within the state.				
f. Identify and maintain an inventory of available occupational research and development resources in light of anticipated needs and programs within the state.				
g. Survey available data on employment opportunities, emerging occupational trends and future job projections as a base for planning vocational programs within the state.				
h. Identify issues and problems relating to the nature and place of vocational education in the state school system, and determining the contributions which occupational research and development could make in resolving them.				

Exemplary projects that have been funded by the RCU during the period January 1, 1966 through June 30, 1973 have been classified in the following categories:

- Professional Staff Development
- Curriculum and Instructional Materials
- Student Services--Guidance and Counseling
- Cooperative Work Experience
- Special Projects

a. In your opinion, what has been the impact of exemplary projects in these categories on occupational education in Wisconsin in general and in your district?

Categories of Exemplary Projects	Wisconsin — Degree of Impact					Your District — Degree of Impact				
	Some Adverse Effect	No Impact	Little Impact	Moderate Impact	Extremely High Impact	Some Adverse Effect	No Impact	Little Impact	Moderate Impact	Extremely High Impact
Professional Staff Development										
Curriculum										
Student Services--Guidance and Counseling										
Cooperative Work Experience										
Special Projects										

b. In your opinion, what has been the impact of exemplary projects in these categories on organizational or administrative change in Wisconsin in general and in your district?

Categories of Exemplary Projects	Wisconsin — Degree of Impact					Your District — Degree of Impact				
	Some Adverse Effect	No Impact	Little Impact	Moderate Impact	Extremely High Impact	Some Adverse Effect	No Impact	Little Impact	Moderate Impact	Extremely High Impact
Professional Staff Development										
Curriculum										
Student Services--Guidance and Counseling										
Cooperative Work Experience										
Special Projects										

RESEARCH PROJECTS

Research projects that have been funded by the RCU during the period January 1, 1966 through June 30, 1973 have been classified in the following categories:

- Professional Staff Development
- Curriculum Development (e.g., task analysis, manpower needs, instructional materials, curriculum evaluation and follow-up studies)
- Student Services (e.g., guidance and counseling, occupational information)
- Administrative and Organizational Planning
- Special Studies (miscellaneous)

a. In your opinion, what has been the impact of research projects in these categories on occupational education in Wisconsin in general and in your district?

Categories of Research Projects	Wisconsin — Degree of Impact					Your District — Degree of Impact				
	Some Adverse Effect	No Impact	Little Impact	Moderate Impact	Extremely High Impact	Some Adverse Effect	No Impact	Little Impact	Moderate Impact	Extremely High Impact
Professional Staff Development										
Curriculum Development										
Student Services										
Administrative and Organizational Planning										
Special Studies										

b. In your opinion, what has been the impact of research projects in these categories on organizational or administrative change in Wisconsin in general and in your district?

Categories of Research Projects	Wisconsin — Degree of Impact					Your District — Degree of Impact				
	Some Adverse Effect	No Impact	Little Impact	Moderate Impact	Extremely High Impact	Some Adverse Effect	No Impact	Little Impact	Moderate Impact	Extremely High Impact
Professional Staff Development										
Curriculum Development										
Student Services										
Administrative and Organizational Planning										
Special Studies										

In your opinion, what has been the major impact of research and exemplary projects:

In Wisconsin? _____

In Your District? _____

Please feel free to indicate any other comments you may have

THANK YOU FOR YOUR COOPERATION

END